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ABSTRACT

This publication highlights business, industry, union, and Job Training Partnership Act (JTPA)-supported efforts to provide public and private employees, as well as some prospective employees, with the basic literacy skills they need to perform in the workplace. Basic or remedial education users listed in this directory include 198 companies or plants; 17 unions; 6 United Auto Workers/General Motors and 4 United Auto Workers/Ford collaboratives; 51 public or nonprofit employers; 23 hospitals, health services, convalescent or nursing homes; 7 colleges or universities; and 144 public job-assistance programs. All of the programs described in this booklet have been submitted by 29 state directors of adult education. They are all Adult Basic Education (ABE) or adult Secondary (ASE) and/or General Educational Development (GED) programs run by public education systems. Programs are listed by state. Information given for each program includes title, provider, address, contact person, telephone number, and description of program. (KC)

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Basic Education in the Workplace

Edited by

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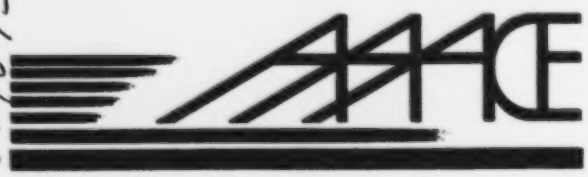

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*"We contract an adult education teacher from the Maryland adult education system to teach our volunteer adult literacy improvement program. The teachers know the adult education business, so let them do it. Our business is energy . . . so why not let the experts teach our people the basic skills they need."

Yvonne Hurtt
Human Resource Counselor
Baltimore Gas and Electric Company
Baltimore, Maryland

PREFACE

This is the third edition of a compilation and description of basic education or basic skills training in the workplace. The first edition, requiring only four pages, was put out in 1981, at a time when basic education and business were just beginning to look at each other as potential partners. This edition, totaling 94 pages, is in its own way an expression of the flowering of such partnerships.

The employee education programs sketched here are cost effective when compared to the cost of recruiting and training replacement workers who are unable to do their jobs because of basic skills deficiencies. They help mitigate such corporate problems as absenteeism, low morale, high turnover, and poor quality control. Other benefits are improved communications, greater job satisfaction, and reduced time loss due to employee error.

The Lifelong Learning Division of Scott, Foresman and Company is pleased that it can share in the partnership movement via this collaboration with state administered adult education programs from around the country and the American Association for Adult and Continuing Education.

Glenview, Illinois
1987

J. William McVey
Marketing Vice President
Lifelong Learning Division
Scott, Foresman and Company

INTRODUCTION

This publication highlights business, industry, union and JTPA-supported efforts to provide public and private employees, as well as some prospective employees, with the basic -- or literacy -- skills they need to perform in the workplace and, perhaps, get promotions or better jobs later on.

As questions arise about worker productivity and our nation's competitive position in world markets, employers are ever more explicit about basic skills deficiencies of their employees. Reading, writing, computation; thinking, learning, reasoning skills; good workplace habits and attitudes -- often called employability skills -- come to the fore as what Xerox president David Kearns calls the "essential raw material of the information age." Yet the lack of basic skills in all too many entry-level employees and older workers is forcing employers to provide remedial education. Kearns sees it as "a part of the cost of doing business." (Educational Testing Service, Learning to be Literate in America,1987.)

Worker education leader Joseph McDermott told a New York State Senate committee in March 1987: "Literacy skills, that is the abilities to communicate and to process information, will be as much required tools (for workers in the next decade) as the pick and shovel and needle and thimble were to workers of the past."

The American Society for Training and Development estimates that companies spend roughly $2 billion a year on basic skills training in the workplace. And no estimates are available on the training activities of small businesses which provide most jobs in the U.S. today.

Basic or remedial education users listed in this publication include 198 companies or plants; seventeen unions; six UAW/GM and four UAW/Ford collaboratives; fifty-one public or non-profit employers; twenty-three hospitals, health services, convalescent or nursing homes; seven colleges or universities; and 144 public job-assistance programs.

All of the employee, union and prospective employee education programs described here have been submitted by twenty-nine State Directors of Adult Education. They are all ABE (Adult Basic Education) or Adult Secondary (ASE) and/or GED (General Educational Development) programs. In other words, public education -- school system or community college based -- is providing the teaching, curricular or other instructional expertise. That is why we have given this update of BUSINESS - INDUSTRY AND UNION PROVIDERS OF BASIC EDUCATION IN THE WORKPLACE a new title, LET ABE DO IT, by way of showcasing the nation's public adult education delivery system.

Jorie Lester Mark
Director, Division of Occupational and
Professional Programs and Curricula,
American Association for Adult and
Continuing Education

Washington, D.C.
Fall 1987

TITLE: HUNTSVILLE ABE - ONAN PARTNERSHIP

PROVIDER: The Adult Learning Center of Huntsville City Schools, 604 Randolph Avenue, Huntsville, AL 35801

CONTACT: Saranel Detamore TELEPHONE: (205) 532-4700

ABE/GED classes at ONAN Corporation (Huntsville) are held on site before and after working hours. ONAN provides the classroom and GED examination fee when the learner passes the exam. The Adult Learning Center of Huntsville City Schools provides teachers, tailoring each course to employee needs.

TITLE: NORTHEAST ALABAMA BUSINESS - EDUCATION TIES

PROVIDER: Northeast Alabama Area Adult Education Program, Dekalb County Board of Education, P.O. Box 777, Fort Payne, AL 35967

CONTACT: Randall C. White TELEPHONE: (205) 845-0465

The Northeast Alabama Area Adult Education Program offers free adult education classes in various locations throughout Dekalb, Jackson and Marshall Counties. Among the sites are Dover Mill, Inc. (Pisgah), Benham Mills (Scottsboro) and the Collinville Nursing Home (Collingswood). These classes are provided to help anyone youth and adults improve in English, math and reading skills, and prepare for the GED. Special assistance is available for the non-reader as well as for high school graduates who desire to brush up. A student may enroll at any time by attending the class most convenient to him.

TITLE: ADULT ED PROGRAMS IN INDUSTRY

PROVIDER: Adult Education Section, Division of Vocational and Technical Education, Arkansas Department of Education, Education Building West, Room 505D, Little Rock, AR 72201

CONTACT : Lawrence Young TELEPHONE: (501) 371-2263

Adult Basic Education (ABE) and General Adult Education (GAE) are provided for business and industry via five vocational technical schools, seven adult education centers and a community college. The Vocational Technical Division employs some twelve to fourteen industrial coordinators who are assigned specific areas. They contact industries and businesses in their areas to determine training needs and then work with vocational technical schools to meet those needs. It is these coordinators who make referrals for adult education classes. Currently twenty-three GAE and ABE/GAE classes are held in thirty-nine businesses in forty-three locations in twenty-seven cities throughout Arkansas. Total enrollment exceeds 500 persons. Tyson Foods, one of the nation's largest chicken breeders and processors, has classes in five locations. Six hospitals, including one for veterans, and three nursing homes have classes on-going.

A complete listing follows: Atlantic Research (Camden), Arkansas Children's Hospital (Little Rock), Halstead (Wynne), Baptist Hospital (Forrest City), Emerson Electric (Paragould), American Greeting (Osceola), Union Carbide (Osceola), Southwire (Osceola), Monroe Auto Equipment (Paragould), Borg-Warner (Blytheville), Campbell Soup (Fayetteville), Mar Bax Shirt Company (Gassville), Eureka Springs Convelescent Home (Eureka Springs), Leisure Lodge Nursing Home (Mountain Home), Beverly Enterprises (Harrison), William Kay Manufacturing (Berryville), Tyson Foods (Springdale), Skil Corporation (Walnut Ridge), Levi Strauss (Morrilton), Riceland Foods (Jonesboro), Hytrol (Jonesboro), Coor's (Weiner), Woodland Manor Nursing Home (Siloam Springs), TRW/Union Carbide (Rogers), Scott Paper (Rogers), Travenol Lab (Mountain Home), Duncan Industries (Harrison), Hudson Foods (Hope), Orbit Valve (Little Rock), Maybelline (North Little Rock), New Baptist Hospital (North Little Rock), Club Products (Jacksonville), Franklin Electric (Jacksonville), Remington Arms (Jacksonville), St. Vincent's Infirmary (Little Rock), University Medical Center (Little Rock), Capitol City Business College (Little Rock), Veteran's Administration (North Little Rock), Riley's (North Little Rock).

TITLE: GAIN

PROVIDER: California Department of Education, Adult Education Unit, 721 Capital Mall, P.O. Box 944272, Sacramento, CA 94244

CONTACT: Carlos Gonzales TELEPHONE: 916/323-2569

The Greater Avenues for Independence or GAIN program was signed into law by California's Governor on September 26, 1985. It authorizes a comprehensive new approach to helping AFDC (Aid to Families with Dependent Children) recipients become self-supporting. The GAIN program provides participants with the necessary education, training and supportive services they need to obtain unsubsidized jobs in the private sector upon leaving the program. These opportunities include remedial education, English language classes, job clubs and job search assistance, education skills training and pre-employment preparation known as workfare. Participants receive full supportive service, including child care and transportation. This program represents a significant attempt to reform welfare by providing important linkages with private employers and community agencies.

Because the program is complex, smaller counties have implemented early. Approximately fifteen are up and running and are known as GAIN counties. All of California's fifty-eight counties must implement by September 1988. Los Angeles County, the largest, will take the full implementation time. Los Angeles school districts are working cooperatively with several city and county agencies, including the eight Los Angeles-area Private Industry Councils, to insure that the essential education, training and supportive services are available to the program participants.

TITLE: CONCURRENT STUDENT PROGRAM

PROVIDER: Los Angeles Unified School District, Division of Adult and Occupational Education, 1320 West Third Street, Room 220, Los Angeles, CA 90017

CONTACT: Loretta Walker TELEPHONE: (213) 625-6673

During the 1985-86 school year, the Los Angeles Unified School District launched the Concurrent Student Program to provide expanded educational options for high school students. This effort was a cooperative one between the Division of Adult and Occupational Education and the Senior High Schools Division, with assistance from the Office of Instruction and the Counseling and Guidance Services Branch.

The purpose of the concurrent student program is to provide educational options to secondary school students who demonstrate need for:

- o academic remediation
- o completion of high school credit deficiencies
- o pre-employment and occupational training

Three models were implemented through which secondary students could take additional classes offered by the Division of Adult and Occupational Education. In all models, students are enrolled in a minimum day program in the high school while classes offered by the Division of Adult and Occupational Education are conducted on an open entry/open exit basis.

Model I. Provides additional classes for credit in the late afternoon, evenings and on Saturdays offered by the community adult school on the student's own or a nearby high school campus or community adult school branch location. It provides flexible scheduling which allows a wide variety of class and time sequences to fulfill the requirements for the high school diploma plus additional class sequences like vocational education, literacy, language acquisition or make-up credits.

Model II. Provides a concurrent educational program between one or more high schools and a regional occupational center. High school students are enrolled in a minimum day program in the high school and three or more periods in the regional occupational center. This model uses a cooperative counseling component through which students are offered expanded educational options and flexible time schedules developed from a fourteen hour daily, six day per week time base. Each student's plan is developed and maintained jointly by the high school and regional occupational center counselors.

Model III. Provides adults and out-of-school youth with senior high school and adult education programs during the regular school day, in the late afternoon, evening and on Saturday. These students are enrolled in a minimum day program in the high school and take additional coursework at the adult school. Vocational training, career preparation, basic education and linkages with business and industry will be expanded for this program. A cooperative counseling component enables students to get expanded educational options and flexible time schedules developed from a fourteen hour a day, six day a week time base. Each student's plan is developed and monitored jointly by high school and adult school counselors.

TITLE: TWO-PLUS-TWO

PROVIDER: Two-Plus-Two Articulation Project, Los Angeles Unified School District, Division of Adult and Occupational Education, 1320 West Third Street, Room 701, Los Angeles, CA 90017

CONTACT: Melba Boles TELEPHONE: (213) 625-6649

Two-Plus-Two is a vocational-technical education program that provides complimentary non-duplicative academic and vocational coursework. It pro-

vides a smooth transition for disadvantaged youth, from the Los Angeles Unified School District to the Los Angeles Community College District.

The program was initiated in September, 1985 as a result of a $200,000 grant awarded to the Los Angeles Unified School District from the California Department of Education and the State Job Training Coordinating Council. Eleven high schools and adult schools from some of the most economically depressed areas were identified to feed into three community colleges with strong high technology programs.

Teachers from the Los Angeles Unified School District come together with faculty from the community colleges to exchange, review and make recommendations to enhance their course outlines and course competencies. A corps of volunteer mentors from business, industry and the public sector assist Two-Plus-Two students gain an understanding of the work environment and what is expected of them on the job.

TITLE: AEWC

PROVIDER: Alternative Education and Work Centers, Los Angeles Unified School District, Division of Adult and Occupational Education, 1320 West Third Street, Room 834, Los Angeles, CA 90017

CONTACT: Wendy Reddish TELEPHONE: (213) 625-6850

The Alternative Education and Work Centers (AEWC) are operated by the Division of Adult and Occupational Education at twelve employment preparation centers throughout the Los Angeles Unified School District. The Center provides educational options or alternatives which can lead to a high school diploma, GED, state diploma equivalency certificate, an apprenticeship program, job placement and on-the-job training opportunities for high risk out-of-school youth, ages 16 to 24. Under this program, independent study is a vehicle for achieving competencies and earning credits. Flexible scheduling allows students to work while enrolled in school. Each youth participates in the development of an Individualized Student Education Plan. This contractual agreement identifies the student's stated goals and specific educational and/or vocational training objectives, and the means by which each student will achieve them. Partners in this program include: Industry Education Council, Los Angeles County Department of Public and Social Services, Los Angeles County Court and Community Schools, the Los Angeles City PIC, and bring together a number of departments of Los Angeles Unified School District.

TITLE: GISP

PROVIDER: Los Angeles Unified School District, 1320 West Third Street, Room 824, Los Angeles, CA 90017

CONTACT: Mr. Jack LaGuardia TELEPHONE: (213) 625-6668

The purpose of the Government and Industry Sponsored Programs (GISP) Office is to provide custom designed instructional programs for adults in business, industry, government and non-profit agencies. All phases of the

educational services are provided contractually at cost and are specifically designed to meet the unique objectives of each agency or company. GISP works closely with the company representatives in designing, implementing and supervising each program. Approximately 10,000 people were served by this program last year at contractual costs in excess of $3 million.

TITLE: SWEETWATER UNION HIGH

PROVIDER: Sweetwater Union High School District, Division of Adult Education, 450 K Street, Chula Vista, CA 92011

CONTACT: Jerry R. Ridone TELEPHONE: (619) 691-5760

Sweetwater Union High School District, Division of Adult Education is a fully accredited institution providing an extensive remedial skills program and vocational training in auto mechanics, bank telling, assurance inspecting and testing, industrial cabinet making, resilient flooring, sewing and welding. Recently a new remediation lab has been established to assist with the development of basic skills for students needing this help prior to entering vocational training programs.

TITLE: CICT

PROVIDER: Santa Clara Adult Education Center, 1840 Benton Street, Santa Clara, CA 95014

CONTACT: Mary D. Herbert TELEPHONE: (408) 984-6220

The Center for Industrial Communications Training (CICT) is a program of Santa Clara Adult Ed serving the industrial and business community. The programs includes multicultural communications training for managers and supervisors, ESL for on-line employees, and communication skills for the foreign-born. CICT offers programs both on-site and in the center.

TITLE: CCAS

PROVIDER: Culver City Adult School, 4401 Elenda Street, Culver City, CA 90230

CONTACT: Dr. Reese L. Anderson TELEPHONE: (213) 839-5100

CCAS provides basic skills through its community-based ESL and ABE programs, along with a comprehensive high school diploma program, GED preparation and an independent learning center. The office training center provides a comprehensive multi-clerical skills program including typing, bookkeeping, medical and legal secretarial training, data processing, "intern" office stations and a word-processing certificate program. The CCAS also provides a career management program of career counseling, job preparation skills and job placement for individuals involved in skills training programs.

ADULT EDUCATION PROGRAMS IN BUSINESS AND INDUSTRY

AREA	COMPANY	TYPE OF ACTIVITY	FUNDING SPECIFICS	CONTACT PERSON
Danbury	Barden Corp.	ESL	Company: Release Time, materials Adult Education: Instructors	Career/Continuing Education Alex Boychuck 63 Beaver Brook Road Danbury, Conn. 06810
	Branson-Sonic Power Co.	ESL	Company: Release Time, materials Adult Education: Instructors	Career/Continuing Education Alex Boychuck Director Beaver Brook Education Ctr. 63 Beaver Brook Road Danbury, Conn. 06810
	Danbury Printing	ESL	Company: Release Time, materials Adult Education: Instructors	Career/Continuing Education Alex Boychuck Director Beaver Brook Education Ctr. 63 Beaver Brook Road Danbury, Conn. 06810

Heli-Coil* Products Div Of Nite Corp	ESL	Company: materials Adult Education: Instructors Pre & Post shift	Career/Continuing Education Alex Boychuck Director Beaver Brook Education Ctr. 63 Beaver Brook Road Danbury, Conn. 06810
Berol* Corporation	ESL	Company: materials Adult Education: Instructors Pre & Post shift	Career/Continuing Education Alex Boychuck Director Beaver Brook Education Ctr. 63 Beaver Brook Road Danbury, Conn. 06810

* PENDING FINAL ARRANGEMENTS AS OF THIS DATE

AREA	COMPANY	TYPE OF ACTIVITY	FUNDING SPECIFICS	CONTACT PERSON
Norwich	IBM	Evaluation of IBM Basic Skills Software for Adult Learning	IBM: 15 IBM PC's and software Adult Education: Instructors	Career/Continuing Education Alex Boychuck Director Beaver Brook Education Ctr. 63 Beaver Brook Road Danbury, Conn. 06810
Derby	Sikorsky Aircraft	GED Pre & Post shift	Company: Testing fee, Facility, Materials Adult Education: Instructors	Adult Education Learning Ctr. Walter Zielinski Director 27 Ninth Street Derby, Conn. 06418
Stamford	Marriott Hotel	ESL	Company: facility Materials Adult Education: Instructors Post-shift	Adult & Continuing Education William Conway Director P.O. Box 9310 Stamford, Conn. 06904
Bloomfield	• Kaman	GED	Company: facility, half release time Adult Education: Instructors split shift	Adult Education Bruce Douglas Director 390 Park Avenue Bloomfield, Conn. 06002
	• CIGNA	GED,ABE	Company: facility, half release time Adult Education: Instructors split shift	Adult Education Bruce Douglas Director 390 Park Avenue Bloomfield, Conn. 06002

ADULT EDUCATION COLLABORATIVE PROGRAMS

SDA	CITY/TOWN	TYPE OF ACTIVITY	FUNDING SOURCE	CONTACT
Southern Connecticut	Derby***	• ABE-(Shelton) ESL-(Derby) Pre-Vocational serves as feeder to Nurses Aide Electronics & Clerical Training	JTPA-IIA-78% in conjunction with Shelton Board of Education	Adult Education Learning Ctr. Walter Zielinski Director 27 Ninth Street Derby, Conn. 06418
	Stratford	• Automated Office Skills:Basic Skills/ Office Technology	JTPA-IIA-78%	Adult Education Vincent Faggella Director 1 Bulldog Blvd. Stratford, Conn. 06497
	Stratford	• Pre-Vocational with Bridgeport YWCA Trades for Women Carpentry, Plumbing Painting, Electrical	DOL	Adult Education Vincent Faggella Director 1 Bulldog Blvd. Stratford, Conn. 06497
	Bridgeport	• ABE/ESL Pre-Vocational	JTPA-IIA-8%	Adult Education Thomas O'Neill Director 1 Lincoln Blvd. Bridgeport, Conn. 06606
		• ABE/ESL/GED for AFDC recipients	DIM/PIC sub contract	Adult Education Thomas O'Neill Director 1 Lincoln Blvd. Bridgeport, Conn. 06606

*** Derby serves five (5) towns through a regional program

		• GED for work Incentive/Job Connection Registrants	DOL/Job Connection	Adult Education Thomas O'Neill Director 1 Lincoln Blvd. Bridgeport, Conn. 06606
(Bridgeport VEGE)	Bridgeport/ Stratford	• Lead Agency/ Coordination of Grant; Outreach/Counseling; ABE at YWCA Food Service ESL at International Institute	Carl D. Perkins VEGE	Adult Education Thomas O'Neill Director Central High School 1 Lincoln Blvd. Bridgeport, Conn. 06606

SDA	CITY/TOWN	TYPE OF ACTIVITY	FUNDING SOURCE	CONTACT
	Bridgeport/ Norwalk	• Pre-Employment Skills Try out Employment Building Maintenance	JTPA-IIA-78%	Cooperative Education Services Tricia Murphy Coordinator of Employment & Training Programs 181 Middle Street Rm. 406 Bridgeport, Conn. 06606
	Bridgeport/ Norwalk	• Basic Skills Unlimited Pre-Vocational ABE/ESL/EDP/GED	JTPA-8%	Cooperative Education Services Sue Wallerstein Coordinator of Adult Academic Programs 11 Allen Road Norwalk, Conn. 06851
	Stamford	• ABE	JTPA-8% subcontract with Committee on Training and Employment	Adult & Continuing Education William Conway Director P.O. Box 9310 Stamford, Conn. 06904
(Stamford/ Norwalk VEGE)	Stamford	• Vocational & Educational Assessment/Counseling Employability & Basic Skills, Programs for Learning Disabled Adults	Carl D. Perkins VEGE	Adult & Continuing Education William Conway Director P.O. Box 9310 Stamford, Conn. 06904

(Stamford/ Norwalk VEGE)	Norwalk	• Lead Agency coordination of Stamford-Norwalk VEGE Vocational & Educational Assessment/Counseling Employability & Basic Skills, Programs for Learning Disabled Adults	Carl D. Perkins VEGE	Cooperative Educational Services Joan Abeshouse Grossman Director 11 Allen Road Norwalk, Conn. 06851
	Norwalk	• Basic Skills Unlimited Pre-Vocational ABE/ESL/EDP/GED for AFDC Job Connection Registrants	DIN Funding to PIC-subcontract to CES	Cooperative Educational Services Sue Wallerstein Director 11 Allen Street Norwalk, Conn. 06851

SDA	CITY/TOWN	TYPE OF ACTIVITY	FUNDING SOURCE	CONTACT
New Britain/ Bristol	New Britain	• ESL at YWCA for AFDC recipients	DOL/JOB Connection	Adult Education Ctr. Karol Ferguson Director 110 Mill Street New Britain, Conn 06051
Meriden/ Middlesex	Middletown	• Career Ladder ABE/GED pre-vocational for Out-of-School Youth	JTPA-IIA-78%	Vocational & Adult Education Arthur Muldowney Director 311 Hunting Hill Ave. Middletown, Conn. 06457
	Meriden	• ABE/GED at YWCA for Displaced Homemakers	DIM contract with YWCA Collaborative with Adult Ed.	Adult Education Charles Deros Director 22 Liberty Street. Meriden, Conn. 06450-5663

SDA	CITY/TOWN	TYPE OF ACTIVITY	FUNDING SOURCE	CONTACT
North East (Danielson/ Willimantic)	Plainfield**	• ABE/Senior Aide Employment Program	Older Americans Act Title V (National Council of Senior Citizens)	Adult Education David Talbot Director 208 School Street Putnam, Conn. 06260
	Plainfield	• ABE/Job Search/ Placement for AFDC recipients	DIM	Adult Education David Talbot Director 208 School Street Putnam, Conn. 06260
	Plainfield	• ABE/Workfare (5 town region)	DHP/Social Services Block Grant	Adult Education David Talbot Director 208 School Street Putnam, Conn. 06260
	Plainfield	• ABE/GED Employability Life Skills/Job Search	JTPA-8%	Adult Education David Talbot Director 208 School Street Putnam, Conn. 06260
	Plainfield	• GED at Quinebaug Community College	JTPA-8% innovative/ exemplary	Adult Education David Talbot Director 208 School Street Putnam, Conn. 06260

Plainfield	• ABE/short term Customized training in industry	JTPA-IIA-78%	Adult Education David Talbot Director 208 School Street Putnam, Conn. 06260
Plainfield	• ABE/Job Search Placement Short term/Customized Job Training in industry	DOL-JTPA restoration dollars	Adult Education David Talbot Director 208 School Street Putnam, Conn. 06260
Plainfield	• ABE/Job Placement	JTPA-3%	Adult Education David Talbot Director 208 School Street Putnam, Conn. 06260

**Plainfield Regional Adult Education Program serves 13 (thirteen) towns.

SDA	CITY/TOWN	TYPE OF ACTIVITY	FUNDING SOURCE	CONTACT
North East (Danielson/ Willimantic)	Windham	• Basic Skill/ESL/ Pre-GED/GED Pre-Employment in conjunction with Computer Processing Institute for Word Processing or Data Entry	JTPA-8%	Adult Education Arlene Scully Director 21 Valley Street Willimantic, Conn. 06226 423-2591
	Windham	• Basic Skills/ESL/ Pre-GED/GED with referral to customized skill training or existing training	DOL-JTPA restoration dollars	Adult Education Arlene Scully Director 21 Valley Street Willimantic, Conn. 06226 423-2591
	Windham	• Basic Skills/ESL/ Pre-GED/GED Pre Employment and focus on counseling for AFDC recipients. Referral into existing training	DIM	Adult Education Arlene Scully Director 21 Valley Street 06226 423-2591

SDA	TOWN/CITY	TYPE OF ACTIVITY	FUNDING SOURCE	CONTACT
Waterbury	Waterbury	• Adult High School Credit; Diploma Program/ESL out of School Youth	JTPA-IIA-78%	Waterbury Board of Education Donato Gonillo Director 235 Grand Street Waterbury, Conn. 06702
		• Nurse Aide in conjunction with METC (Multi-skill Educational Training Center	JTPA-IIA-78%	Waterbury Board of Education Donato Gonillo Director 235 Grand Street Waterbury, Conn. 06702
		• ABE/Summer	JTPA-IIB	Waterbury Board of Education Donato Gonillo Director 235 Grand Street Waterbury, Conn. 06702
		• ABE	Carl D. Perkins Vocational Education Act (VEGE)	Waterbury Board of Education Donato Gonillo Director 235 Grand Street Waterbury, Conn. 06702
(Waterbury VEGE)	Waterbury	• ABE Math, English and Typing	Carl D. Perkins (VEGE)	Waterbury Board of Education Donato Gonillo Director 235 Grand Street Waterbury, Conn. 06702

SDA	CITY/TOWN	TYPE OF ACTIVITY	FUNDING SOURCE	CONTACT
Southeast (Norwich/ New London)	New London	• Pre-Vocational ABE/ESL/GED	JTPA-IIA-78%	New London Board of Education Tony Sabilia Director 134 Williams Street New London, Conn. 06320 447-8025
		• Computer Assisted Basic Skills/Pre-Vocational GED/ESL	JTPA-8% Joint effort between Board of Education, Centro de la Communidad & OIC	New London Board of Education Tony Sabilia Director 134 Williams Street New London, Conn. 06320 447-8025
New Haven	New Haven	• Out-of-School Literacy ABE/ESL/GED	JTPA-8%	New Haven Board of Education Dom Passarelli Director 240 Cedar Street New Haven, Conn. 06519
		• Prevent, Assist Inspire Dropouts (PAID) at OIC GED	JTPA-8%	New Haven Board of Education Dom Passarelli Director 240 Cedar Street New Haven, Conn. 06519
		• Young Parents Geriatric Aide Training Program ABE/GED	JTPA-8%	New Haven Board of Education Dom Passarelli Director 240 Cedar Street New Haven, Conn. 06519

SDA	CITY/TOWN	TYPE OF ACTIVITY	FUNDING SOURCE	CONTACT PERSON
Hartford	Hartford	• Printing	JTPA-IIA-78%	Hartford Adult Education William M. Thompson Director 110 Washington Street Hartford, Conn. 06106
		• ABE/ESL/GED for General Assistance recipients. Workfare through Hartford Social Services	DIM	Hartford Adult Education William M. Thompson Director 110 Washington Street Hartford, Conn 06106
	Windsor	• ABE for AFDC/Job Connection registrants	DOL/Job Connection Subcontract with Windsor Board of Education	CREC Education Training & Employment System Roseann Singer Director 1229 Albany Avenue Hartford, Conn. 06106 522-9533
	Hartford	• Work and Learn ABE/GED (CCP) Out Of-School youth	JTPA-8%	CREC Education Training & Employment System Roseann Singer Director 1229 Albany Avenue Hartford, Conn. 06106 522-9533

Hartford	◡ Project Central ABE/GED (CCP) Out-of-School Youth Suburban towns	JTPA-8%	CREC Education Training & Employment System Roseann Singer Director 1229 Albany Avenue Hartford, Conn. 06106 522-9533
	• ABE/GED (CCP) Out-of-School Youth & Adults	JTPA-IIA-78%	CREC Education Training & Employment System Roseann Singer Director 1229 Albany Avenue Hartford, Conn. 06106 522-9533

SDA	CITY/TOWN	TYPE OF ACTIVITY	FUNDING SOURCE	CONTACT PERSON
		• ABE (CCP) JTPA Summer Program Applicants	JTPA-IIB	CREC Education Training & Employment System Roseann Singer Director 1229 Albany Avenue Hartford, Conn. 06106 522-9533
	Hartford	• ABE/GED Pre-Vocational for AFDC recipients	DIM	CREC Education Training & Employment System Roseann Singer Director 1229 Albany Avenue Hartford, Conn. 06106 522-9533
(Hartford VEGE)		• ABE/GED (CCP)	Carl D. Perkins VEGE	CREC Education Training & Employment System Roseann Singer CREC 1229 Albany Avenue Hartford, Conn. 06106 522-9533

TITLE: MARION COUNTY - OCALA BUSINESS

PROVIDER: Marion County, 438 S.W. 3rd Street, Ocala, FL 32670

CONTACT: Sam Lauff TELEPHONE: (904) 629-7545

Marion County Schools conducts adult basic education and GED prep classes at plant sites two times a week at Pall Pneumatics and Wal-Mart in Ocola. Released time is granted to employees participating and the employer also buys supplemental materials.

TITLE: BROWARD COUNTY BUSINESS LINKS

PROVIDER: Broward County School Board, 1350 Southwest Second Court, Ft. Lauderdale, FL 33312

CONTACT: Gay Outler TELEPHONE: (305) 765-6755

Broward County Schools provides basic skills in reading, math, writing to assist workers in American Express Company (Plantation), Marriott Hotel (Ft. Lauderdale) and 7-Eleven and Southern Corporation (Davie) with upward mobility employment opportunities.

In another program, Broward County Schools works with members of the International Longshoremens Union and Jack n' Jill Nursery employees on basic literacy skills to help workers achieve a functional level acceptable to employers so that they can be considered for promotion.

TITLE: INDIAN RIVER COMMUNITY COLLEGE ESL

PROVIDER: Indian River Community College
3209 Virginia Avenue, Fort Pierce, FL 33450

CONTACT: Thomas Deal TELEPHONE: (305) 468-4700

Indian River Community College in Fort Pierce provides ESL classes to Johnson's Irrigation employees to help develop language, communications and basic literacy skills.

TITLE: BREVARD COUNTY - MCDONNELL DOUGLAS

PROVIDER: Brevard County Schools, 1519 Clear Lake Road, Cocoa, FL 32922

CONTACT: Betty Singer TELEPHONE: (305) 632-1111

Brevard County Schools and McDonnell Douglas in Cocoa run a literacy training program in which employees train employees.

TITLE: PALM BEACH COUNTY SCHOOL TRAINS HOTEL WORKERS

PROVIDER: Palm Beach County School Board, 3323 Belvedere Road, West Palm Beach, FL 33401

CONTACT: Nellie Lucas **TELEPHONE:** (305) 684-5110

Literacy skills instruction is provided to employees of the Sheraton Hotel (Boca Raton) and the Boca Raton Hotel and Club by Palm Beach County Schools.

TITLE: NASSAU COUNTY BUSINESS CONNECTIONS

PROVIDER: Nassau County Public Schools, 1201 Atlanta Avenue, Fernandina Beach, FL 32034

CONTACT: Jerry Bishop **TELEPHONE:** (904) 261-7628

Nassau County Public Schools provides ABE and GED instruction to employees of the following businesses:

Wal-Mart Stores (Fernandina Beach)
Amelia Island Plantation (Amelia Island Plantation)
Wrights Dairy Farm (Callahan)
Perrott Dairy Farm (Nassau County)

When student enrollment warrants courses are taught at employees' work sites.

TITLE: FLORIDA COMMUNITY COLLEGE SERVES BUSINESS AND GOVERNMENT

PROVIDER: Florida Community College at Jacksonville, 4501 Copper Road, Building, Room 304, Jacksonville, FL 32218

CONTACT: Bob Wofford **TELEPHONE:** (904) 757-6401

The college provides ABE and GED prep classes on-site to employees of a Southeast Toyota subsidiary. There are no costs to the students for this instruction. ABE and GED prep is also provided to employees of the City of Jacksonville Public Works Department.

TITLE: ST. JOHNS SCHOOLS - GRUMMAN PARTNERSHIP

PROVIDER: St. Johns County Public Schools, St. Augustine Vocational Technical Center, Collins Avenue at Del Monte, St. Augustine, FL 32084

CONTACT: Gene Motley **TELEPHONE:** (904) 824-4401

St. Augustine Vocational/Technical Center has a contract with the Grumman Aircraft Corporation in which the corporation reimburses all course costs for its employees enrolled in any class or course offered through the Center. This includes ABE, GED prep and a number of vocational courses. This reimbursement program is solely for employees of Grumman.

TITLE: SEMINOLE COMMUNITY COLLEGE TRAINS CITY EMPLOYEES

PROVIDER: Seminole Community College, Sanford, FL 32771

CONTACT: Harriet Little **TELEPHONE:** (305) 323-1450

Seminole Community College provides GED preparation and literacy instruction, primarily in the area of upgrading reading skills, to employees of the City of Sanford.

TITLE: ORANGE COUNTY PUBLIC SCHOOLS JOB-SITE PROGRAM

PROVIDER: Orange County Public Schools, 434 N. Tampa Avenue, Orlando, FL 32802

CONTACT: Ron Froman **TELEPHONE:** (305) 422-3200

The Job-Site Program offers a unique partnership between business and the Adult Education Department of Orange County Public Schools. Approximately 400 students are enrolled in on-site classes in ABE, GED and ESOL (English for Speakers of Other Languages). School claims are that increasing educational skills of employees will help business:

- Increase job safety
- Increase productivity
- Increase upward mobility of workers
- Develop increased employee self-confidence and self-sufficiency
- Decrease employee turnover
- Decrease employee training time
- Improve employee communication with managers, co-workers, clients
- Improve cross-cultural understanding

Classes may be provided based on needs in the following areas:

- Adult basic education: academic concentration is placed on reading, mathematics and language skills.
- GED preparation: The State of Florida High School Diploma (GED) is awarded when five subject area tests are satisfactorily passed.
- English for speakers of other languages (ESOL): language instruction specifically related to employment includes training in listening, speaking, reading, and writing.
- Citizenship education: this class is designed to help non-U.S. citizens prepare for the naturalization examination.
- Community instructional services: classes are conducted to meet community problems, including environment, health, safety, human relations, government, child rearing and consumer economics.
- L.I.F.E. Basic Skills: free tutoring from trained volunteers may be arranged on an individual basis.
- Spanish: classes are designed to train employees in the Spanish language skills needed for their jobs.

After meeting with a representative from Orange County Public Schools, classes will be arranged based on company needs. Classes conducted at company sites require fifteen students minimum. Costs are as follows:

- o ABE, GED, ESOL, and Citizenship are offered free of charge.
- o The GED test has a charge of $14.50 per student.
- o There may be a small fee for Spanish.
- o Community instructional services are normally free.

Companies which participate in a Job-Site Program are asked to provide:

- o Adequate class space
- o Internal publicity about the program
- o A company liaison to meet with teachers for regular program feedback
- o Completion awards (certificate, letter in personnel file, luncheon)
- o One-half to full released time for employees enrolled

Among programs are:

COMPANY/INDUSTRY NAME	TYPE OF PROGRAM
Piezo Technology, Inc.	Job-Site ESOL Project
Vistana Resort	Job-Site ESOL Project
Hotel Royal Plaza at Lake Buena Vista	Job-Site ESOL Project
EPCOT Japan/Mitsukoshi, USA, Inc.	Job-Site ESOL Project
Daniels Manufacturing, Inc.	Job-Site ESOL Project
Buena Vista Palace Hotel	Job-Site ESOL Project
Hilton Hotel at Lake Buena Vista	Job-Site ESOL Project
Colony Plaza Hotel	Job-Site Spanish Class
Radisson Hotel (downtown)	Job-Site Spanish Class
Harley Hotel	Job-Site Spanish Class
Park Suite Hotel	Job-Site Spanish Class
Daniels Manufacturing, Inc.	Job-Site Spanish Class
Buena Vista Palace Hotel	ABE-GED
Correct Craft Boat Company	Job-Site ESOL
EPCOT Japan/Mitsukoshi	Job-Site ESOL
EPCOT University	Job-Site ESOL
Walt Disney World Resorts	Job-Site ESOL, ABE, GED
Colony Plaza	CPk

TITLE: IDAHO STATE TRAINS POTATO PROCESSORS

PROVIDER: Idaho State University Vocational-Technical School, Idaho State University Vo-Tech RFC Building, Pocatello, ID 83209

CONTACT: Richard Spartas TELEPHONE: (208) 236-2468

This ABE/ESL program was asked to provide services for employees of American Potato and Lamb Weston, both potato processors. Employees are very low level readers, mainly immigrants and Mexican-American migrant workers. The administrator started the program in cooperation with Blackfoot High School, American Falls High School and the Power County Library Association. The first program ran for twelve weeks, and was considered successful. Another grant extends the program six months.

TITLE: BEST PROGRAM

PROVIDER: College of DuPage Business and Professional Institute, 22nd and Lambert Road, Glen Ellyn, IL 60137

CONTACT: Sandra L. Graham TELEPHONE: (312) 858-2800

The Basic Employee Skills Training (BEST) Program provides on-site training courses in basic skills, designed to assist employees cope with changing job requirements brought on by technology. Options include basic industrial English (ESL), basic industrial math, basic industrial communications (reading and writing), preparation for the GED exam and study skills for returning adults. BEST also works with company representatives to design a program to meet job-related needs and assess employees' skills.

TITLE: GRASP INC.

PROVIDER: GRASP Inc. Adult Learning Center, 825 Chicago Avenue, Evanston, IL 60202

CONTACT: Cheryl Y. Judice TELEPHONE: (312) 328-4420

GRASP (Group Reading Academy Satellite Program) Inc. Adult Learning Center, which started in a storefront twelve years ago, provides GED prepa-ration and classes to some 400 students a year at its main location, and at a variety of community and business settings. The curriculum is designed to suit worker needs while incorporating basic skills. Thus far, GRASP has worked with twelve businesses and community groups, focusing on the lower level employee. SIGNATURE FINANCIAL Marketing Inc. (Evanston), a division of Mont-gomery Ward, contracts with GRASP for oral communication skills courses. Carmen's, a local pizza parlor, pays for two-hour ESL sessions twice a week on-site for its low-English speaking employees. Each educational contact is for a minimum of 40 hours and features flexible scheduling, individual tutoring and small group classes on site.

TITLE: HIGHLAND CC - BUSINESS PARTNERSHIP

PROVIDER: Highland Community College, Pearl City Road, Freeport, IL 61032

CONTACT: Craig Knaack TELEPHONE: (815) 235-6121

Highland Community College is expanding a business/education partnership delivering basic education to under-educated, employed adults. The objectives are to strengthen and expand existing linkages with business; develop an employee motivation model; build new partnerships in the college district; continue existing mechanisms for identification, testing and placement of potential ABE students; implement a service delivery system tailored to individual business; evaluate and set up a Business/Industry Advisory Council to insure continuation.

TITLE: JTPA COORDINATION

PROVIDER: Indiana Department of Education, Division of Adult Education, Room 229, State House, Indianapolis, IN 46204

CONTACT: David Burkett TELEPHONE: (317) 269-9424

The Indiana Department of Education has an interagency agreement with the Indiana Office of Occupational Development (IOOD) to provide technical assistance, support and services for education and training programs related to the ABE/GED goals of the state plan for JTPA, which IOOD administers. Under the agreement, the Department of Education's JTPA coordinator provides technical assistance to local SDAs in facilitating the coordination of ABE/GED services. One component of the agreement is to develop approaches for the delivery of ABE/GED services responsive to business and industry needs identified by local PICs.

Under the agreement, the JTPA coordinator acts as liaison to the Indiana Adult Literacy Coalition's Private Sector Linkage Committee, provides staff support for the Business and Industry Study Council and assistance to local literacy coalitions in developing private sector involvement.

The Private Sector Linkage Committee, composed of representatives of the private sector and local adult education programs, aims at promoting private sector awareness of the literacy problem. It tries to coordinate state and local groups to assure private sector understanding and involvement with literacy and lifelong learning. The committee is developing a resource handbook of specific job tasks related to literacy competencies.

The Business and Industry Study Council provides an opportunity for local adult education administrators to meet regularly to share and explore approaches to linkages. Areas include: development of models for identifying business and industry needs, assessment of alternative funding, and methods of marketing ABE services to business and industry.

TITLE: BASIC SKILLS WORKSHOP

PROVIDER: New Castle Community School Corporation, 1305 G Street, New Castle, IN 47362

CONTACT: Mike Allen TELEPHONE: (317) 529-3325

The New Castle Community School Corporation Adult Basic Education program provides basic skills workshop to New Castle Dana Corporation, Brook Food, Inc. and New Castle City employees. The basic skills workshop operates a ten to twelve week class in plant, two to four hours per week, with re-enrollment at the conclusion. The curriculum presents basic math (shop math), statistical processing, basic reading and language arts.

The New Castle Community School basic education program initiated a business/education partnership with all business in Henry County, in November 1985. From this initial partnership, 27,000 ABE flyers were distributed by five financial institutions to their customers.

TITLE: ANDERSON SCHOOL - UAW/GM PARTNERSHIP

PROVIDER: Anderson Community Schools, Anderson Vocational Technical School, 325 W. 38th Street, Anderson, IN 46014

CONTACT: Kenneth L. Brammer TELEPHONE: (317) 641-2121

In 1985, Anderson Community Schools, Delco Remy Division of General Motors and UAW 662 formed a partnership to provide basic skills training to Delco Remy hourly rate employees. TABE testing was administered to interested employees on January 9, 10, 13 and 14. On February 3, twelve employees began basic skills training - 7:00 a.m. to 3:30 p.m. and twelve employees began training 3:30 p.m. - 12:00 midnight. Teachers were employed by Anderson Community Schools and classes were taught at the UAW Union Hall. An additional twelve employees began training on February 24, 7:00 a.m. to 2:30 p.m. daily. The program continues each work day with four full-time and one part-time teacher. Several employees have successfully improved grade levels and passed the GED test. A pilot basic skills training program was begun with Fisher Guide employees in 1986.

TITLE: EMPLOYEE/DISLOCATED WORKER CLASSES

PROVIDER: Gary Community School Corporation, 1800 East 35th Avenue, Gary, IN 46409

CONTACT: Emogene L. McMurtrey TELEPHONE: (219) 962-7571

Two of eleven ABE class sites are business/industry linkages serving employees and/or dislocated workers at the work sites. Operating since 1984, the Methodist Hospital class is held twice weekly, 4:00to 7:00 p.m. It serves corporate support personnel (housekeeping, grounds, food service, maintenance) with less than a high school diploma. Clients receive basic instruction in reading, writing, language, math, GED test preparation, and consumer/social skills. The hospital's corporate education staff assumes responsibility for recruiting, promotion and follow up. Instructional staff and materials costs are paid by Gary Community Schools while the Methodist Hospital provides facilities and other support.

The U.S. Steel Job Search Assistance Center ABE class is one of the components of the Job Search Assistance Program funded jointly by the Indiana Department of Education, U.S. Steel Corporation, and Title III of the Job Training Partnership Act since November 1984. Clients are primarily laid off or terminated steel industry workers who constitute a revolving clientele with enrollments at age 55 to 60. In addition to basic education and GED test preparation, most of the clients are also involved in vocational training, job preparation and job search assistance required to move them from the unemployment rolls.

TITLE: INDIANAPOLIS UAW/GM PROGRAM

PROVIDER: Indianapolis Public Schools, Room 601F Education Center, 120 E. Walnut Street, Indianapolis, IN 46204

CONTACT: Harold Wilson TELEPHONE: (317) 266-4536

A significant number of GM employees are in need of basic skills remediation and/or GED preparation for job- related reasons. The Indianapolis Public Schools ABE program, GM Bus and Truck Division and the UAW Local 23 have been working cooperatively since March 1986 to sponsor an ABE/GED prep program for GM employees. A study center operates six hours each day, five days per week from 12:00 noon to 6:00 p.m. making it possible for all enrolled employees to receive classroom instruction on a regular basis from two teachers and two teacher aides. The curriculum allows maximum independence for the students who consult with the teacher periodically. The amount of consultation depends upon the student's study level. Student records and study programs are written so they can easily interpret them. Students' learning programs are based on assessment of skills and assignments designed to remediate deficient skills. Students were initially enrolled on a seniority basis in accordance with union guidelines. Now the program has been expanded to include all employees on an open entry/open exit basis. Currently, forty students are enrolled.

TITLE: WAYNE TOWNSHIP - BDP PARTNERSHIP

PROVIDER: Wayne Township Adult Basic Education, 1200 North Girls School Road, Room A127A, Indianapolis, IN 46224

CONTACT: Ruth Huffman TELEPHONE: (317) 248-8616

BDP Division of Carrier Corporation, manufacturer of Bryant Heating and Air Conditioners, offers training and educational opportunities for its employees. As a cooperative effort with ABE Program of Wayne Township, customized classes designed to meet company and employee needs focus on up-grading job classification skills. Included in the array of options open to the employees are practical math, shop math, geometry as well as academic subjects necessary for high school completion. Classes meet one day each week with two hour schedules to accommodate both first and second shifts. Generally, enrollment is voluntary with employees meeting on their own time. However, a course in precision measurement, electrical schematics and blueprint reading is now being prepared as a required course for one job classification, with these employees paid for their in-class time. Classes are held on-site with the Wayne ABE program providing curriuclum and instruction and BDP providing classroom facilities, utilities, instructional materials, supplies, promotion and testing fees.

TITLE: MCABE TRAINS MCCORD CORP WORKERS

PROVIDER: Marshall County Adult Basic Education, Inc. (MCABE), 400 West Garro, Plymouth, IN 46563

CONTACT: Becky Kreighbaum **TELEPHONE:** (219) 936-3910

Basic Skills for McCord Corporation, a manufacturer of radiators, was designed by MCABE to improve McCord employee skills in micrometer and calipher reading, memo reading, blueprint reading and graphing. These skills are used by the employees on their jobs every day.

TITLE: SCHOOL COOPERATIVE - DANA CORPORATION PARTNERSHIP

PROVIDER: Four County Area Vocational Cooperative, 1291 CR12, Corunna, IN 46730

CONTACTS: Kenneth Surber **TELEPHONE:** (219) 281-2104

Since the 1985-1986 school year, the Cooperative has conducted two sections of ABE/GED classes for the Dana Corporation of Churubusco. The classes were scheduled for fifteen weeks at four hours per week, and involved 26 employees, relatives, and friends of employees. The instruction concentrated on the GED exam, but had to be individualized because of the diversity of abilities. Individuals who did not achieve a satisfactory level at the conclusion of the program were referred to a regular program.

TITLE: LIFE SKILLS FOR THE HANDICAPPED

PROVIDER: McDowell Adult Education Center, 2700 McKinley Avenue, Columbus, IN 47201

CONTACT: Paul G. Riddle **TELEPHONE:** (812) 376-4451

McDowell Adult Education Center (Columbus) is coordinating services with Developmental Services, Incorporated (DSI), a seven county non-profit agency for the mentally, physically and emotionally handicapped to provide life skills to employees in DSI's workshop area. Seventy-eight mentally and physically handicapped employees of DSI have enrolled in this education program designed to help the participants function more independently. Two instructors, provided by McDowell, spend sixteen hours each week in an on-site classroom sharpening reading and math skills, time measurement and money skills.

Other business - serving adult programs in Indiana are in Central Nine Vocational Technical School, Edinburgh Community Schools, Kokomo Center Township Schools serving laid-off workers from Continental Steel Corporation and in Elhart Community Schools with the Urban League.

TITLE: KANSAS LINKS ADULT ED WITH HUMAN RESOURCES AND EMPLOYMENT TRAINING

PROVIDER: Kansas Department of Adult Education, 120 East 10th Street, Topeka, KS 66612

CONTACT: Mr. Wes E. Pelsue TELEPHONE: (913) 296-3192

The Kansas Department of Adult Education, the Department of Human Resources and each of the five Kansas SDAs are linked in the following projects:

Service Provider	Services
Chase USD	School-to-Work Transition Program To provide youth competencies, remedial math and English, personal survival skills, Kansas Careers, and placement in postsecondary training or unsubsidized employment for five to ten high school youth.
Dodge City Community College	"55" Plus Program To provide educational training and services to forty-two adults ages 55 to 65 in nine Counties.
Barton County Community College	Assessment Center/Classroom To provide basic remedial education and vocational training for 240 unemployed persons, receiving cash payments or food stamps.
Lawrence USD	GED/Pre-employment Skills To provide assistance to thirty JTPA participants in basic skills and employability skills development.
Washburn University	Classroom Training To provide assessment and open entry/open exit training for 100 JTPA eligible clients in the general office and clerical fields.

Lyndon USD	School-to-Work Transition Program To provide remedial math and English, personal survival skills, youth competencies and Kansas careers for 100 JTPA eligible clients in the general office and clerical fields.
YWCA	Women in Transition Programs for 150 participants.
Shawnee County Mental Health Center	Pre-Vocational/Skill Training To provide pre-employment training and skill training for the chronically mentally ill.
St. Mary's College	GED/Basic Remedial To provide pre-employment and life skills, job search skills and GED for sixty 18 to 21 year olds.
Kansas City AVTS	Summer Career Exploratory Program To provide forty youth assessment, career planning, hands on experience in three vocational areas.
Olathe Vocational School	School-to-Work Transition Program To provide vocational evaluation and work experience for ten in-school youth.
Kansas City AVTS	Summer Career Exploratory Program in the AVTS for forty participants.
Wichita USD 259	Assessment Center To provide comprehensive assessment of all 967 JTPA participants.
Wichita USD 259	Assessment Center
City of Wichita	Youth Coordination To coordinate youth services under JTPA.

Wichita State University	Classroom Training-Basic Skills To strengthen the academic experience of twenty-five minority students entering health professions in a summer enrichment program.
Butler County Community College	Pre-Vocational To provide a vocational exploration program for twenty handicapped youth.
Patricia Stevens School	Skill Training To provide training for twelve youth to obtain entry level positions in the restaurant industry.
Cowley County Community College	GED/Basic Skills To provide job preparation, specific vocational skills training, remedial education and survival skills training for seventy participants.
Flint Hills AVTS	Assessment Center/Classroom Training To provide ninety participants with individual assessment, job preparation and referral to classroom training, OJT or unsubsidized employment.
Fort Scott Community College	Assessment Center/Education Training To provide fifty participants vocational assessment, adult basic education/GED, survival skills, job attainment skills, job retention skills, and job placement.
Coffeyville Community College	Women in Transition Programs To provide fifty unemployed and underemployed women with basic education, employment and job seeking skills training with counseling and placement.
Coffeyville USD (84)	School-to-Work Transition
Independence USD (84)	School-to-Work Transition Program
Southeast KS AVTS (84) Columbus	GED Basic Education Employability Skills

TITLE: KENTUCKY BUSINESS, INDUSTRY, JTPA PARTNERSHIPS

PROVIDER: Kentucky Department of Education, Adult Education Division, Frankfort, KY 40601

CONTACT: Karla Gibbs TELEPHONE: (502) 564-3921

The Kentucky Department of Education and the Bureau of Employment Services have entered into a partnership to address the needs of those who require basic education in order to enter post secondary school, vocational training or improve their prospects in the job market. Kentucky has an average unemployment of 198,000 or 11.7 percent of the work force and many of these unemployed workers lack the basic skills needed to enter job training programs or to obtain a job. According to the 1980 census, over 1,136,400 Kentucky residents 16 years of age and older do not have a high school education and are not presently enrolled in high school.

The JTPA-funded adult literacy program was developed to serve the economically disadvantaged student functioning at 8.9 grade level and below in basic skills. There are thirty JTPA funded literacy programs, serving some 1,800 students located in schools, libraries, churches, vocational schools and housing projects in forty-two counties. Some 1800 students were served during 1985-1986. GED test vouchers were developed to pay for the GED test. Over 300 students who entered the program in 1986-1987 at 8.9 and below received a voucher to take the GED test.

To ensure the success of this program several linkages and support measures were identified as essential. Regional training sessions were held for JTPA adult literacy program supervisors and local employment service personnel who would be involved in referral and eligibility certification. A joint agreement was worked out between the two agencies on referral and certification. Next, advertisement and recruitment funds were built into the budgets to help programs attract students. Program recruiters work to fill slots and advertise programs on the local level.

In four JTPA adult literacy programs, a JTPA funded Models and Mentors pilot assisted ninety-eight students in choosing a career and gave them the necessary job search, interview and follow-up skills. Of these students, two got promotions, eight got jobs and most others developed better job search skills to apply to their job-hunt after obtaining their GED.

Business/education partnerships in Kentucky take a variety of forms at both the state and local levels.

The state level GED Task Force, commissioned by Kentucky's Superintendent of Public Instruction and composed of adult educators and business leaders, has devised a long-term, multi-faceted plan to recruit students for adult basic education programs and facilitate cooperative efforts between employers and educators to provide basic skills training for employees. Some of the recommendations of the Task Force will be implemented through its new GED Foundation which will enable large and small business to offer basic education to employees while enjoying the benefits of a tax-free contribution.

Setting an example for private business leaders, Kentucky's Governor has offered a ten percent pay bonus to all state employees who earn a GED. Kentucky State Parks employees in need of basic skills instruction may study on the job site after their shift in special classes provided by local adult educators.

Kentucky's media, both print and electronic, have supported literacy and adult basic education programs via public service announcements, advertisements, interviews, news and human interest stories. Materials and volunteer training have also gone to some programs.

The Louisville Courier Journal donated staff time for the development of a series of full page advertisements promoting literacy programs, distributing them to newspapers statewide.

Kentucky Educational Television (KET) developed a GED Study at Home program, funded by Ashland Oil Company and aired across the state. As of early 1986, over 1200 were enrolled and 8400 screened.

Spurred by these public and private statewide initiatives, local business/education partnerships are devising creative solutions to the problems of undereducation:

In Adair County, County Judge Walker involved the community and offered incentive for enrollment. The ABE classes now have 225 students.

The Campbell-Hansfield Company (Leitchfield) grants a $50 bonus to employees who complete the GED.

The Fisher-Price Company (Murray) offers a worksite class. The company offers recognition and encouragement plus possible promotion.

The Goodyear Aerospace Corporation (Berea) offers reimbursement of student fees for all employees and their immediate families who do not have a GED.

Holley Automotive (Bowling Green) offers reimbursement of student fees to employees who complete the GED Study at Home program.

The Kingsford Charcoal Company (Burnside) established a continuing education center in January, 1985, enrolling forty-nine employees and thirteen family members.

Murray State University (Murray) has nine employees enrolled with one to two hours of released time weekly to complete the GED in worksite classes.

The Sheller-Globe Corporation (Morganfield) has an on-site viewing center for the KET Study at Home program and reimburses student fees on program completion.

The Southeast Coal Company (Irvine) reimburses employees' KET Study at Home fees and adds a $100 bonus for each employee who earns a GED.

The Toyota Company, soon to locate in Scott County, requires a high school diploma or equivalent for all employees. Following the announcement of the requirement, the local ABE program grew from eleven to 180 students.

General Telephone (GTE) will donate $1,000 to the local literacy council for each GTE employee who volunteers in a literacy program.

The University of Kentucky has established an on-campus literacy program for employees providing materials and allowing employees to study on work time. The tutors are university employees trained by Fayette County adult education staff.

The International Paper Company (Hopkinsville) provides space for job-site tutoring.

The Druther's Restaurant (Taylorsville) offers a half off for lunches to volunteers attending literacy training workshops.

General Electric's Appliance Park and Ford Motor Company, both in Louisville, have contracted with Jefferson County Adult Basic Education to provide on-site classes for employees.

TITLE: BUSINESS SUPPORTS MAINE LITERACY EFFORT

PROVIDER: Maine Division of Adult & Community Education, State House Station - No. 23, Augusta, ME 04333

CONTACT: David S. McCullough TELEPHONE: (207) 289-5854

Among private organizations supporting the literacy effort in Maine with funding, in-kind services and in-house classes and workshops are:

Cole's Express (Portland) - Galen Cole Family Foundation has devoted a full-time executive position to work on literacy. Among activities: active participation on the Literacy Volunteers of America/Maine Board of Directors, many public speaking engagements with service clubs, raising funds for publicity and media programming.

Blue Cross (Portland) - executive awareness meetings on literacy for all department heads.

Casco Northern Bank (Portland) - presentations through the employee assistance program.

Great Northern Paper (Oakfield) - contributor and in-kind donor to Literacy Volunteers.

Lincoln Pulp and Paper (Lincoln) - in-kind contributions of paper products and duplication.

Bath Iron Works (Bath) - tutor training through employee education program.

Shadd's Advertising (Auburn) - in-kind services and assignment of one executive to literacy projects.

Prime Tanning (Berwick) - in-plant publicity of literacy instructional opportunities via notices in all paychecks.

Saco Defense (Saco) - in-plant educational assessment, counseling, on- and off-site classes and tutorials.

Maine Electronics (Lewiston) - in-plant classes.

Maine Medical Center (Portland) - ESL and basic literacy /GED classes.

Jagger Brothers (Springvale) - on-site ESL classes.

Sebasticook Farms, Inc. (St. Albans) - literacy and survival skills for mentally retarded adults in independent living and vocational training.

Barber Foods (Portland) - in-plant literacy and GED classes.

Maine State Housing Authority (Augusta) - development of a handbook on housing for adult basic education students.

TITLE: LITERACY IN THE WORKPLACE

PROVIDER: Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201

CONTACT: Darla F. Strouse TELEPHONE: (301) 333-2304

The Maryland Department of Education mounted a Literacy in the Workplace conference, bringing Maryland business executives and training managers together with national, state, and local education and community leaders to discuss literacy. One outcome of this conference was a commitment from business and industry to work with the Maryland Department of Education and the Maryland Literacy Council in statewide literacy planning in the coming year. Another direct result of the conference were agreements between the State Highway Administration and the State Department of Education and local education agencies to conduct on-site basic skills programs on a contract basis. The Maryland Department of Education is working to develop various adult education/ business/agency partnerships on an adopt-an-adult education model design.

TITLE: BALTIMORE COUNTY CUSTOMISES EMPLOYEE BASIC SKILLS TRAINING

PROVIDER: Adult Basic Education Program of Baltimore County Public Schools, 6901 Charles Street, Towson, MD 21204

CONTACT: Mary Ann Corley TELEPHONE: (301) 494-4064

Several companies provide basic skill training to their employees through contractual arrangements with the Office of Adult Education. Classes are held at company sites with costs shared by ABE and the companies or on a fee contract basis. Contract classes for 1986 are at Bausch & Lomb, Baltimore County Department of Aging, Baltimore Gas and Electric Company, Good Shepherd Center, McCormick & Company, Municipal Health Services, Pilot House, State Accident Fund, State Highway Administration, Vocational Rehabilitation, and Westinghouse.

TITLE: ANNE ARUNDEL COUNTY PARTNERSHIPS

PROVIDER: Anne Arundel County Public Schools, Adult Basic Euction Program 2644 Riva Road, Annapolis, MD 21401

CONTACT: James A. Williams TELEPHONE: (301)224-5388

The Adult Basic Education Program offers tailored business/industry basic skills and literacy programs upon request. Business course offerings in basic skills are designed for Mid-Atlantic Parts, Inc. and AM PAC, Inc.

In addition, a summer skills program will be offered as a partnership between the adult basic education and manpower resources programs. The ABE component is available to those 18 years of age and above who are enrolled in this employment training program. The model consists of two days of class and three days of work throughout the summer.

TITLE: MONTGOMERY COUNTY CUSTOMISES TRAINING

PROVIDER: Montgomery County Public Schools, Department of Adult Education, 12518 Greenly Street, Silver Spring, MD 10906-4499

CONTACT: Carroll T. Ruark TELEPHONE: (301) 942-8304

Montgomery County Public Schools has provided GED and ESOL classes to government, business and the private sector in Montgomery County for many years. The following companies have, through contract arrangements, provided ABE to their employees on-site: Washington Suburban Sanitation Commission, Singer Link Corporation, Marriott Corporation, Inter-American Bank Wives Association, Naval Surface Weapons Center, National Institutes of Health, Maryland Park and Planning, Maryland State Highway Administration, Bureau of National Affairs, Montgomery County Government Police, Fire and Health Departments, Crisis Center, Youth Conservation.

TITLE: PRINCE GEORGES COUNTY EMPLOYEE TRAINING PROGRAM

PROVIDER: Prince Georges County Public Schools - Adult Education, Sasscer Administration Building, Upper Marlboro, MD 20772

CONTACT: Agnes Houff TELEPHONE: (301) 952-4562

Prince Georges County Schools provides classes in basic literacy, GED test preparation and ESOL for 4,000 adult students annually in locations throughout the County and on job sites with employers such as the University of Maryland and the Maryland State Department of Transportation. Employers provide released time. An additional 6,000 students are served annually throughout the county in continuing education classes offering a variety of academic, career and enrichment opportunities. These are available for job-site contractual arrangements with employers.

TITLE: ADULT LEARNING CENTER

PROVIDER: Wicomico County Board of Education, P.O. Box 1538, Salisbury, MD 21801-1538;

CONTACT: Mr. Thomas J. Mumford TELEPHONE: (301) 543-4203

The Adult Learning Center provides programs in reading, writing, math, functional life skills, pre-GED, GED preparation and English as a Second Language. The center has informal referral agreements with the Basic Employment and Training Program, the External Diploma Program, Private Industry Council, Project READ and with annexes at the Wicomico County Jail and the John B. Parsons Home for the Aged.

TITLE: MASSACHUSETTS PARTNERSHIPS

PROVIDER: Massachusetts Department of Education, 1385 Hancock Street, Quincy, MA 02169

CONTACT: Gale Ewer TELEPHONE: (617) 770-7581

The Workplace Education Initiative included in the Governor's eight percent education set-aside is jointly sponsored by the Executive Office of Economic Affairs, the Department of Education, and the Executive Office of Labor. The goals of this joint initiative are:

1. to increase employer awareness of the extent of functional illiteracy among workers and its costs in productivity, accidents, absenteeism, product quality and time;

2. to develop partnership models that link the acquisition of basic education skills with increased job opportunities for workers;

3. to help entry and other low level workers develop basic skills and the credentials to upgrade their jobs and earning power;

4. to promote strong ties between the education, training and employment communities at a state and local level.

Brief summaries of the six programs follow:

Hampden County will operate two literacy programs in Springfield. The first, at Easco Hand Tools, in ESL and basic education will enable workers to perform the more complex tasks necessary to retool the manufacturing process. The other program, at Baystate Medical Center, gives entry-level custodial, security and food service employees who speak little English the opportunity to qualify for better paying jobs. Education at Easco will be provided by the Massachusetts Career Development Institute; ESL classes at Baystate will be developed by OWL, the Springfield Public School Adult Learning Center. Both companies will contribute release time and classroom space for workers.

Lower Merrimack Valley - AT&T Technologies in North Andover will provide ESL instruction for assembly and production workers who are locked into their present jobs because of language and basic literacy barriers. The program represents a partnership between the city of Lawrence Department of Manpower Development, the Adult Learning Center of Lawrence Public Schools, AT&T Management, and locals 1365 and 1366 of the Communications Workers of America. AT&T will provide released time to participating workers and intends to expand services.

Metro North program will provide intensive ESL and basic education classes to members of the Laundry and Dry Cleaning International Union, Local 66, working in three small laundries in the Greater Boston area. Program goal for this primarily female, minority immigrant workforce will be to increase workplace safety while providing workers

with an avenue to more skilled, higher paying jobs. Services will be provided jointly by staff of Employment Resources, Inc. and Local 66; Classroom space by the employers.

Metro South/West - Zayre's Distribution Center (Worcester), an 800-employee facility and the International Ladies' Garment Workers Union (ILGWU) are jointly developing an ESL program to help warehouse workers acquire English language proficiency. The company will provide released time and classroom space. Educational services will be provided through Quinsigamond Community College adult education program.

New Bedford - The Labor Education Center at Southeastern Massachusetts University, with the ILGWU, the Amalgamated Clothing Textile Workers Union (ACTWU), and the United Electrical Workers Union (UE), will hold ESL classes at a number of work sites and union halls. Union members will be trained as language coaches, to help the unions develop a capacity to deliver these services.

Southern Essex - IUE/the Work Connection, a non-profit organization sponsored by the International Union of Electrical Workers, and Operation Bootstrap, local adult learning center, will provide adult basic education classes to a group of electronic and assembly workers drawn from plants in Lynn, Saugus, and Salem.

Other Massachusetts partnership programs follow:

PROVIDER: Adult Learning Center, 837 North Main Street, Brockton, MA 02401

CONTACT: Linda Faria Braun TELEPHONE: (617) 580-7475

The Brockton Adult Learning Center conducts classes twice weekly on site at Analog Devices in Norwood. The focus is on intermediate and work related language skills. Students get released time to attend.

PROVIDER: Lawrence Adult Education Center, Lawrence, MA 01840

CONTACT: Charlotte Mele TELEHONE: (617) 685-0627

The Department of Social Welfare is funding a formal cooperative relationship with the Lawrence Learning Center to provide educational services for its clients in the Lawrence and Methuen areas of low income people, of whom about ninety percent are Hispanic. This is a crash program, emphasizing mathematics and English language proficiency, designed to advance people to basic literacy in four to twelve months. The program aims for high school equivalency certificates and, thence, access to jobs. In two years over 1,000 people have advanced through literacy training into jobs.

PROVIDER: Lowell Adult Education Program, 30 Kirk Street/LHS, Lowell MA 01852

CONTACT: Frederick Ahisi TELEPHONE: (617) 458-9007

The Lowell Adult Education Program provides basic education instruction to adults employed at more than seventy different businesses in the greater Lowell area, among which are Wang Laboratories, Visual Technologies, Raytheon, Joan Fabrics, Pellon Corporation and Appollo Computer. Academic training programs are run for adults who wish to work at the Lowell Hilton Hotel. Another program familiarizes ESL students with banking terms for placement at local financial institutions. A program with the Willow Manor Nursing Home prepares 1,500 elderly citizens to take the GED exam; 400 graduate with high school credentials.

PROVIDER: Operation Bootstrap, 20 Neptune Blvd., Lynn, MA 01902

CONTACT: Anne Serino TELEPHONE: (617) 599-8543

Operation Bootstrap provides ABE/GED tutoring to General Electric employees at Operation Bootstrap headquarters. Members of the Elfun Society, made up of G.E. management volunteer as tutors.

PROVIDER: Quincy School Community Council Adult ESL, 885 Washington Street, Boston, MA 02111

CONTACT: Richard Levy TELEPHONE: (617) 426-0628

This Chinese-English ESL Program serving adult ethnic Chinese immigrants, provides English instruction, language lab, computer-assisted learning lab, individualized tutoring, drop-in child care, and a full range of bilingual counseling and advocacy services. Because many students belong to the ILGWU, the council played a critical role in preventing the closing of a large number of local factories and assuring their relocation. At present, it works with the ILGWU, the Department of Employment Services, the Industrial Services Program of local Chinatown service organizations to develop ESL, job training, job development, job placement, for some 300 Chinese workers displaced by the closing of the largest garment shop in Boston.

PROVIDER: Ser-Jobs for Progress of Fall River, 322 Washington Street, Fall River, MA 02721

CONTACT: Jose F. Costa TELEPHONE: (617) 676-1916

This ABE program provides classes in five different factories of Fall River: Anderson Little, Joan Fabrics, Quaker Fabrics, Alluminum Processing and Santoro. Most students are enrolled in ESL classes with some pre-GED courses offered in some of the sites. Classes, held either before or after work shifts, are particularly oriented to the acquisition of vocabulary that student need in the work site.

TITLE: GRAND RAPIDS SCHOOL - BUSINESS PARTNERSHIP

PROVIDER: Grand Rapids Public Schools, 143 Bostwick Avenue, N.E., Grand Rapids, MI 49503

CONTACT: Robert J. Ferrea TELEPHONE: (616) 456-4777

Since its inception in 1978, the Grand Rapids Public School partnership with business and industry has provided educational programs for employees of over sixty local companies. Over 20,000 employees have taken part in these classes offered cooperatively by management, labor, and the school district, with approximately 900 students earning high school diplomas.

The program provides training and retraining, including adult basic education, high school completion, basic supervisor skills, technical math, blueprint reading, computer awareness and classes designed for specific jobs. Scheduling depends on the needs and/or requests of partnership members. Classes usually meet either before or after employees' scheduled work time. In some programs, employees get released time to attend class.

The Business and Industrial Program offers programming on site at central locations such as the UAW/GM Training Center and the Grand Rapids Public Schools Technical Center. In addition, hundreds of employees have taken courses through Grand Rapids Junior College for college credit offered through the Business and Industry Program.

Each year, the companies and the student population evaluate the program. This evaluation is used by representatives of both management and labor to assess marketing, delivery systems, services, and overall effectiveness and to make appropriate changes.

TITLE: LINCOLN SCHOOLS ADULT EDUCATION - RAWSONVILLE FORD LEARNING LAB

PROVIDER: Lincoln Consolidated School, 7425 Willis Road, Ypsilanti, MI 48197

CONTACT: Herm Schroeder TELEPHONE: (313) 482-8710

The Rawsonville Ford Learning Lab, now in its third year of operation, is a joint effort between UAW Local 898, Ford Motor Company and the Lincoln Consolidated School District. The program is the direct result of signed negotiations in 1982 between the UAW and Ford with the establishment of the Employee Development and Training Program.

The Learning Lab, staffed by three teachers, offers employees classes for high school completion, GED, new skills, refresher courses in almost any subject, as well as tutoring for other classes. The Lab operates on an open entry/open exit concept, allowing participants to put in as much or as little time as they wish. Staffed by three teachers, the Learning Lab offers the opportunity to obtain individualized instruction. Currently

the instructors individualize instruction, teach unlimited subjects five days a week in an open lab which operates throughout the calendar year. Over 350 employees have participated in this basic skills enhancement program.

The Lab has become recognized as a valuable resource plantwide and is involved in Statistical Process Control evaluation, apprenticeship test preparation, skilled trades apprentice tutoring, and reading and math skills improvement, all geared to advance job opportunities.

Recognized as a model basic skills program, the Rawsonville Learning Lab has been visited in 1986 by Woodhaven Stamping, Sandusky Parts (Indianapolis), Romeo Tractor (St. Louis), Monroe Stamping and Lima Engine Plants as they prepare to launch similar educational programs at their respective locations.

TITLE: SAGINAW SCHOOL - BUSINESS COLLABORATION

PROVIDER: School District of the City of Saginaw, 550 Millard, Saginaw, MI 48607

CONTACT: Foster B. Gibbs TELEPHONE: (517) 776-0200

The School District of the City of Saginaw made a commitment in 1979 to provide lifelong learning opportunities to the total Saginaw community, resulting in the establishment of the Ruben Daniels Lifelong Learning Center. Primary steps taken were the formation of a Business & Industry Council; development of a relationship with business, industry and labor along with programs to assist in job retention and creation. The District has initiated the UAW/GM Training, Assessment and Placement Program for laid off autoworkers, which includes self-awareness, employment awareness, employment decision making, job search preparation, basic skill upgrading, and on-the-job placement. Project SUPER (Saginaw Schools Updating Plant Employee Resources), begun in 1985, provides GM and Saginaw Community Hospital employees with reading, math, writing and required courses for a high school diploma. Newly-developed courses include Learning How to Learn, enabling employees to get more out of plant/business training programs; Focusing on You, teaching employees to manage time, stress, problem solving and critical thinking; and Effective Speaking & Listening Skills, improving communication skills among employees.

TITLE: UAW/GM MODEL PLANT TRAINING PROJECT

PROVIDER: Ypsilanti Public Schools, 1885 Packard Road, Ypsilanti, MI 48197

CONTACT: James Hawkins TELEPHONE: (313) 482-6614

The Hydra-matic Plant in Willow Run -- the largest GM physical facility for automotive components, employing more than 10,000 people -- was selected by UAW and GM staff as the site for the development of a national training model to prepare GM workers for the future.

Firstly UAW and GM developed a training needs survey (see appendix B) which was administered to the plant workers. A sixty percent return rate yielded much-needed educational information for planning.

What followed was organization of the Alliance. To provide the best programs for the workers, Ypsilanti Public School, Washtenaw Community College and Eastern Michigan University formed the Alliance to help workers progress from poor reader to high school diploma to associate degree to graduate degree. In the interest of minimizing logistical problems during the Alliance's first year of operation, it was decided that each institution would focus on a specific area -- Ypsilanti on basic skills, Washtenaw on computer related skills, and Eastern on high technology skills.

One of the most important goals of the project was to assess the basic skills levels of the workforce and to provide the necessary remediation. A long and complicated negotiating process, with full UAW and GM member participation, culminated successfully in an agreement between UAW/GM and Ypsilanti Public Schools which provides the workers at the Hydra-matic Plant with (1) basic skills assessment, (2) basic skills training and (3) a large computerized data base to keep track of everyone's progress. The program, housed in portable classrooms directly outside the main entrance of the plant, is teaching basic skills on a flexible schedule with individualized instruction. Initial funding for the project comes from UAW/GM monies and goes to the Ypsilanti Public Schools, but Michigan Department of Education reimbursement to Ypsilanti Public Schools for the education of the Hydra-matic workforce will be used to reduce the costs of the program to the UAW/GM fund.

MINNESOTA

TITLE: AB/CE BECOMES EMPLOYMENT AND TRAINING SERVICE DELIVERER

PROVIDER: Arrowhead Economic Opportunity Agency, 3rd Avenue & 6th Street South, Virginia, MN 55792;

CONTACT: Paul D. Carlson TELEPHONE: (218) 749-2912

Adult Basic and Continuing Education (AB/CE) is Minnesota's system for enabling under-educated adults develop the skills and knowledge they need to participate fully and effectively in our changing society. It represents the collaborative efforts of adult education providers, service agencies and resources in an area — a consortium or partnership approach.

Statewide evaluation indicates that AB/CE projects serve more adults, and do so more appropriately and more cost-effectively than single-district projects. These data also indicate that a higher percentage of the adult learners in a collaborative regional AB/CE program achieve their personal goals, including employment, than occurs in non-consortium programs.

As a result, businesses and industries around the state, now contract with AB/CE partnerships to provide the basic academic, communications and coping skills that they recognize their employees must have in order to remain employed as their product lines and services continue to evolve.

One of the partnerships is the Arrowhead Economic Opportunity Agency AEOA), a twenty-old non-profit community services CAP organization operating in a Northeastern Minnesota Economic Development region.

Working as advocate, counselor, and trainer, with literally thousands of economically disadvantaged, unemployed persons, showed AEOA leadership that lack of basic skills presented a tremendous barrier to jobs. So the employment and training prime sponsor committed funds to Arrowhead Economic Opportunity Agency, a major employment and training service deliverer, to deliver adult remedial education as the AB/CE grantee.

AEOA, in mid-1979, began a remedial adult education activity to meet basic educational and life-coping needs of adults, designing the training to intermesh with a network of existing employment and training and community-based activities. The adult basic education program began to evolve within the context of employability and the role that educational competencies play in it.

Over a period of several years, AB/CE became an integral and primary part of every employment and training program. As a result, dislocated steelworkers, economically disadvantaged and chronically unemployed persons, or public assistance recipients are all offered the opportunity to improve their basic skills to expand employment opportunities. Tieing remedial education to job training programs ensures that the needs of the most in need are addressed and that students access a network of other employment and training activities and services including vocational evaluation,

pre-employment skills, job seeking skills training, job search, job counseling, job development and job placement. Hence, a step-by-step activity sequence occurs, in which job-finding skills are built upon newly-acquired learning skills.

By 1980, the program tied into adult education program funds to provide services to all adults, not simply those meeting discreet employment and training eligibility criteria. In the ensuing years, ties were developed with school districts. Working with and through school districts allowed for creation of additional localized classroom sites in the large, primarily rural areas where transportation is a critical issue. To date, fifteen school district are co-sponsoring AB/CE activities with AEOA.

Additionally, close ties were established with the Minnesota Literacy Council (MLCI) to ensure that services are provided to non-reading adults who need one-on-one help and prefer not to be in a classroom setting. In addition to MLCI volunteer tutors, MLCI has brought full-time VISTA workers into the AB/CE system to work on literacy concerns. In addition, ties were established with the regional Arrowhead Library System and low-level, high interest adult reading materials were purchased. AB/CE has also worked with the RSV Program to establish a volunteer literacy component of senior tutors, and with the Displaced Homemaker Program to provide remedial instruction to women who want to re-enter the labor force.

Arrowhead Economic Opportunity Agency has developed a standard intake form for all agency programs which identifies education level. The form acts as catalyst for inter-agency cooperation, because it is entered into a central computer system which serves all the agencies.

A wide range of educational offerings go from basic skills development to GED completion and a variety of basic education concerns depending on individual need. Educational activities are linked to finding employment; and basic skills development is taught within the context of job seeking and on-the-job skills.

Networking involves school districts, libraries, social service agencies, employment and training services, unions, and other community action programs in sharing resources, referrals, and information.

The AEOA outreach program helps bring people into the AB/CE Program through awareness and recruitment.

AEOA's adult education program has determined that effective AB/CE Programs closely integrate the acquisition of basic educational skills with job training, occupational goals, or an actual job. This linkage is often key to motivation and retention. The result of the coordination and networking is, without question, a better delivery system.

TITLE: METRO-NORTH ABE WORKS FOR PRIVATE COMPANIES

PROVIDER: Metro-North Adult Basic Education, Anoka-Hennepin Learning Factory, 2727 North Ferry Street, Anoka, MN 55303

CONTACT: Bernell Fedje **TELEPHONE:** (612) 422-5244

Metro North Adult Basic Education is a provider of free, public, basic skills classes and literacy tutoring for an eight-school district suburban and rural area just north of Minneapolis and St. Paul, Minnesota.

Metro-North currently serves the basic skills needs of two corporations, Onan Corporation (see appendix C) and Federal Cartridge/Hoffman Engineering Corporation. Onan, a manufacturer of electrical generators, contracts with Metro-North to teach off-clock, on-site classes in elementary math, study skills, three levels of writing courses for clerical and supervisory personnel, elementary reading and basic orientation to the IBM PC computer. Metro-North also provides paid or volunteer tutoring as needed for employees who have severely limited reading skills.

Each course taught at Onan has been designed in conjunction with their training department. The more advanced math classes were developed with the help of Onan's engineers and vocational instructors in order to assure adequate, appropriate preparation for both plant and future course needs.

For Federal Cartridge Corporation, a manufacturer of small arms ammunition, and for its sister corporation, Hoffman Engineering, a manufacturer of electrical sheet metal housings and cabinets, Metro-North contracts elementary math, writing and oral communications courses.

In addition, Metro-North provides a brokering service for the companies with two other providers, Anoka-Ramsey Community College and Anoka Vocational and Technical Institute, by clarifying with the companies what specifically they want and need, and then assisting the schools to build courses to fit. Courses are either taken off the shelf, if that meets the needs, or else custom designed. All costs and payments for services flow through Metro-North as well. These companies see an advantage in being able to deal with a single contact to get a variety of academic and technical classes and learning experiences.

TITLE: WEYERHAEUSER WORKS WITH CALHOUN COUNTY ABE

PROVIDER: Calhoun County Schools, P.O. Box 137, Bruce, MS 38715

CONTACT: Mary Crumby TELEPHONE: (601) 983-2038

The Weyerhaeuser Company in a joint effort with the Mississippi Department of Education and Calhoun Public Schools has had an adult basic education learning center in operation since 1978. Weyerhaeuser provided funds through their foundation program to construct and equip a facility in a convenient location in Bruce so that the educational needs of all the adults in the county could be served. The center staff includes a full time coordinator and some part-time instructors funded through the nearby Mississippi Department of Education. Students can readily use the facility before, during and after work hours, depending on their schedule. The center is open every day from 10:00 a.m. until 6:00 p.m. and also two evenings each week. Students can enter the program regardless of their educational level. They can learn to read and write and progress through the GED level, depending on their needs. Weyerhaeuser management says the endeavor is one way to thank the people of Calhoun County for the wonderful reception the company has had since its opening in Bruce.

TITLE: FORD PARTNERS TWO MISSOURI PROGRAMS

PROVIDER: North Kansas City School District, Northgate Community Center, 2117 N.E. 48th Street, Kansas City, MO 64118

CONTACT: Dianne McClain Telephone: (816) 454-5875

The North Kansas City Adult Basic Education program in cooperation with Ford-UAW 11, established a Basic Skills Enhancement program early in 1986 at the Ford Claycomo Plant in Kansas City, Missouri. Components of this program include ESL, ABE, brush up, basic skills counseling, and GED study. A similar program is also in progress at the Vogt Learning Center in Ferguson, thanks to a partnership between Ferguson-Florissant Schools and the Ford Motor Company (Wentzville).

TITLE: PATTERSON LAUNCHES NEW JERSEY YOUTH CORPS

PROVIDER: New Jersey Department of Education, Division of Adult Education, 3535 Quakerbridge Raod - CN 503, Trenton, NJ 08619

CONTACT: Robert R. Simons TELEPHONE: (609) 588-3134

The Paterson Adult and Continuing Education Program has two major sites -- the Paterson Adult School and the Paterson Adult Learning Center (PALC). The PALC and the Private Industry Council (PIC) of Passaic County have developed a non-duplicative, integrated delivery system to assist PIC participants in Paterson who need to upgrade basic skills, prepare for the GED exam, make a realistic informed career decision, enter appropriate occupational skills training, or obtain a job. This transitional basic skills program has two components, one tailored to the needs of adults and the other tailored to the needs of youth dropouts.

The PALC has several subgrants with the PIC of Passiac County. All Paterson residents certified JTPA-eligible are referred to the Paterson Adult Learning Center Assessment Program which serves some 1500 PIC participants annually, of whom 300 may be enrolled in the basic skills program. An employment services outreach counselor is stationed at the PALC so that JTPA certification can be handled on-site. The center is also the host of job fairs for JTPA recruitment and provides space for PIC on-the-job-training account executives to meet their clients.

The Paterson Adult School is funded by the PIC to operate a twenty-six week clerical training program.

Any out-of-school youth between 16 and 21 who has been off the high school register for sixty days or more and has acceptable basic skills is eligible for the New Jersey Youth Corps -- a six-month full-time commitment. Students whose scores are lower than a fifth grade level can be referred to a feeder program in order to upgrade their skills. Still other students not interested or appropriate for the Youth Corps can be referred to other programs such as vocational/occupational training, English as a second language, on-the-job training or full-time ABE or GED programs.

All members of the Youth Corps participate in an intensive half-day four-week career counseling component which enables students to make realistic, informed career decisions and to gain the employability skills needed to find, get and keep a job. This employability skills program -- developed jointly by the New Jersey Departments of Education and Labor -- is called Breakaway.

Alternating with the career component, in the remaining half-day, Youth Corps participants receive personalized, competency-based instruction in reading, math, language skills and high school completion coursework. The Test of Adult Basic Education (TABE) is used for assessing participants basic skills and to measure progress. Students are assisted in developing a personalized educational plan with regular monitoring and feedback.

During the week following the completion of the career component, participants are placed at mutually agreeable worksites for the Community Service Project. Participants spend a maximum of twenty hours a week in community service employment at minimum wage for the hours worked. So the Youth Corps participants spend half their day in basic skills training and the other half in a community service project. They are paid for work only if they attend school.

At the conclusion of the Youth Corps experience, each successful participant completes the Career Portfolio to help potential employers identify good potential employees. Those not interested in PIC training programs are helped to apply to appropriate proprietary school, vocational training programs, college or to the armed services. If the participant is interested in a PIC training program and is not a PIC Youth Corps participant, the counselor assists with the JTPA certification process. Youth Corps graduates interested in JTPA training can go into one of the following occupational training programs through the Passaic County PIC: hospital skills, data entry, work processing, bookkeeping, secretarial skills, roofing, electronic technology, and on-the-job training.

In 1987, an additional seven school districts -- Gloucester City, East Orange, Plainfield, Trenton, Vineland, New Brunswick, Neptune Township --and their county PICs, offered programs with Youth Corps components in a collaborative effort between the New Jersey Departments of Education, Community Affairs and Labor.

TITLE: NEW JERSEY ADULT LITERACY INITIATIVE

PROVIDER: New Jersey Department of Education, Division of Adult Education, Education, 3535 Quackerbush Road - CN 503, Trenton, NJ 08619

CONTACT: Robert Simons TELEPHONE: (609) 588-3134

Under New Jersey's Adult Literacy Initiative, the New Jersey Department of Education is developing an effective volunteer recruitment system. The intent is to increase the number of volunteer literacy tutors by enlisting the help of corporations, government agencies, social service organizations, community groups and churches. The efforts of this cadre of tutor volunteers will be directed towards the state's functionally illiterate adult population, particularly those in urban areas. The Department of Education has recruited from among its staff a group of 100 volunteers interested in helping other adults learn to read. Staff will be trained with materials developed by Literacy Volunteers of America. Department tutors will be assigned to work with adults recruited through an existing volunteer group in the Trenton-Hamilton Township area.

During the first program year, New Jersey Bell and Howard Savings & Loan, both major New Jersey Corporations, came forward to offer to recruit volunteer tutors from among their employees. A total of 100 volunteers per corporation are being trained. Tutor training and matching with adult learners will be provided by volunteer groups. In future years, additional corporate sponsors will be identified. Three more sponsors will be named in 1988 and four more in 1989. By the end of 1989, many New

Jersey corporations will have joined the Department of Education in the Adult Literacy initiative. So far fifteen New Jersey corporations have expressed interest in joining.

TITLE: UAW/FORD - EDISON ABE PARTNERSHIP

PROVIDER: Edison Adult School, Boulevard of Eagles, Edison, NJ 08817

CONTACT: Charles A. Schweitzer TELEPHONE: (201) 985-2911

The UAW Local 980 and the Ford Motor Company Edison Assembly Plant, in conjunction with the Edison Adult School, are involved with a special adult education program sponsored by the UAW/Ford National Development and Training Center. The program, called the UAW/Ford Basic Skills Enhancement Program, is offered at a learning center in the plant from 4:30 to 6:30 p.m. on Monday, Tuesday and Wednesday evenings. Some 100 students are involved.

The program aims to meet the needs of UAW-represented Ford workers by providing the following options:

- basic education in reading, language or math
- GED preparation
- subject area instruction needed for high school completion
- sharpening skills in math, reading comprehension, science, to further technical education, college training or other personal goals
- English language speaking and writing skills for workers whose native tongue is not English
- academic advising services to assist in identifying and pursuing basic education goals through the high school level.

TITLE: BUSINESS AND INDUSTRY COOPERATES WITH ABLE PROGRAM

PROVIDER: Cattaraugus-Allegany-Erie-Wyoming BOCES, Box 424 B, Windfall Road, Olean, NY 14760

CONTACT: Richard Rivers TELEPHONE: (716) 372-8293

This project provides coordination between education and industry, designed to increase participation in individualized ABE/GED programs. Employed individuals without a high school diploma visit personnel offices at local industries and businesses where information regarding ABE/GED programs is distributed. Project goals will focus on specific curriculum areas identified by local industry, as well as ABE/GED programs.

TITLE: CONSORTIUM FOR WORKER LITERACY

PROVIDER: Consortium for Worker Literacy, 216 West 14th Street, New York, NY 10011

CONTACT: Joseph McDermott TELEPHONE: (212) 807-0550

The Consortium for Worker Literacy is a coalition of eight labor unions, whose goal is to provide literacy classes for union members and their families. The seven unions include: Local 237 Teamsters, United Auto Workers 65, United Auto Workers 259, AFSCME 1707, ILGWU, ACTWU, and Industrial Training Program for Hotel/Restaurant Workers. The Consortium is funded by the New York Board of Education, New York State Education Department, Municipal Assistance Corporation and private foundations. It started with 165 classes and 2500 students and has now expanded to 200 classes and 3500 students.

The Consortium offers classes ranging from ABE, ESL High School Equivalency and combined literacy/vocational training for the seven unions in all five boroughs, in schools, housing projects, factories, union halls and day care centers. All locations are selected with the convenience of the worker in mind, and are in areas near work and/or home with easy access to public transportation.

The focus of all the classes is on how literacy skills can be used on the job and in life. Rather than teach reading for reading's sake, the Consortium teaches literacy that is relevant to workers and their jobs. The Consortium regards literacy as a tool for job training and improvement, as well as for learning indispensable life skills.

TITLE: ROCHESTER PRODUCTS PROJECT

PROVIDER: Rochester Public Schools Adult Education, Rochester, New York, NY 14608

CONTACT: Donna Phillips TELEPHONE: (716) 325-4560

General Motors (GM) plants nationwide are automating as quickly as resources allow. The effects of this automation are a reduction in the number of manufacturing personnel and a need to upgrade the communication and computational skills of those who remain. GM-Rochester Products and UAW have entered an agreement whereby workers scheduled to be laid off are given educational and counseling help, and those selected to remain are provided the education required to allow them to function in the new automated environment. The project was developed with the New York State Education Department's Regional Center for Economic Development in Rochester. The Rochester Products Plant analyzed its workforce and identified 800 persons (some to be trained and some to be let go) who did not have a high school diploma. The company agreed to allow this group to attend classes for up to twenty-four weeks, full-time and at full-pay, to earn a high school diploma or equivalency or, at the very least, to upgrade basic skills. Some workers require ESL instruction.

The twenty-four weeks are divided into three eight-week periods. Workers attend school for eight weeks and return to the plant floor for eight weeks, for three consecutive cycles. Some supervised home study opportunities are available for enrolled workers during their eight-week work cycles. Students must put in a forty hour week, but when break, lunch and study period time are subtracted, the actual instructional time approaches that of a regular high school.

The program is being operated by a consortium of four agencies. The lead agency is Rochester School District, assisted by Greece School District and Monroe BOCES #1 and #2. Rochester School District operates an evening high school and can therefore award units of credit to those employees who earned sufficient credits in their earlier high school days to make high school completion a practical objective.

Funding for instruction comes primarily from the New York State Employment Preparation Education (EPE) aid formula, which runs approximately $2.50 per contact hour in the Rochester area. The amount of EPE generated is about $66,000. The employer's contribution is wages paid to the employees which amounts to approximately 300 worker years or at least $6 million.

Most of the curriculum consists of the regular high school academic material. A 10,000 Employer Specific Skills Training Grant will underwrite such plant-related skills instruction as mechanical drawing, hydraulics and shop-related mathematics.

As of the 1986, over 200 workers had entered the program with forty-seven receiving their GED diploma and twenty scheduled to take the next test.

TITLE: PROJECT ABLE

PROVIDER: Project ABLE (Adult Basic Literacy Education), Central Piedmont Community College, CPCC P.O. Box 35009, Charlotte, NC 28235

CONTACT: Cynthia W. Johnston TELEPHONE: (704) 342-6716

The ABLE Program is a literacy program located in neighborhood and commercial sites which offers an innovative approach to the problem of adults who cannot read, write or calculate at an adult level. A part of the college's ABE Program, ABLE combines the use of microcomputers, video systems, audio tapes and specialized programming to teach adults reading and math skills below a ninth grade level. Instructors and tutors are available to work one-on-one or in small groups and to guide students through program materials and help with use of the equipment. Instruction in the ABLE program is free and adults (18 years or over) may register for the program during any hours. The ABLE Program seeks to combat adult illiteracy by amassing an array of educational media and teaching techniques in one location. The ABLE method speeds the educational process of adult non-readers and enhances their chances for success.

TITLE: WORKSITE PROGRAMS

PROVIDER: Caldwell Community College and Technical Institute, 1000 Hickory Boulevard, Hudson, NC 28638

CONTACT: Martha Hollar TELEPHONE: (704) 728-4323

Currently ABE/GED/AHS programs are provided in Kincaid Furniture, Broyhill Industries and Bernhardt Industries. Classes are at the work sites following or preceding the work day. Training directors and/or personnel directors help in the identification, recruitment and follow-up of students. These companies buy the books students need in the GED/AHS programs. ABE books and materials are provided free by the college.

A plan is being developed with Broyhill Industries to provide computer assisted instruction for ABE students at ten plants. Broyhill will test employees, and those who score less than fourth grade in reading will be encouraged to participate in ABE classes, to be held during the work day.

TITLE: WORKSITE PROGRAMS

PROVIDER: Catawba Valley Technical College, Highway 64/70, Hickory, NC 28601

CONTACT: Claude McLean TELEPHONE: (704) 327-9124

Classes meet at industry locations immediately after working hours for the convenience of employees needing basic skill work and preparation for high school equivalency. Companies include Broyhill Furniture (Newton), Broyhill Furniture (Taylorsville), Alexvale Furniture (Taylorsville), Basset Furniture (Newton), Century Furniture (Hickory), Peachtree Mall (Hickory), Hickory City Employees (Brian Center-Hickory), ER Carpenter (Newton), Schneider Mills (Taylorsville). Business assumes any curriculum material and supply cost and on-site location for classroom space. Industry sites are being expanded and work is underway with Carolina Glove (Taylorsville and Newton) to begin classes.

TITLE: WORKSITE PROGRAMS

PROVIDER: Halifax Community College, P.O. Drawer 809, Weldon, NC 27890

CONTACT: Danny L. Richardson TELEPHONE: (919) 536-2551

Halifax Community College provides adult basic education to employees of the Fulflex Corporation (Scotland) to raise the academic levels of individuals who are unable to read and comprehend directions and job-related literature. The plant supervisor, in requesting this basic skills training, was concerned about the inability of some employees to handle simple arithmetic on their jobs. Now the basic education program is meeting the needs of the Fulflex employees by teaching reading, writing and math.

TITLE: EMPLOYEE BASIC SKILLS PROGRAMS

PROVIDER: Vance-Granville Community College, P.O. Box 917, Henderson, NC 27536

CONTACT: Leo Kelly, Jr. TELEPHONE: (919) 492-2061

Vance-Granville Community College (Henderson) is working with Harriet-Henderson Yarns, Inc. and Adam Millis Hosiery Company to provide reading, math, English, spelling, life skills as well as GED preparation. Harriet-Henderson Yarns employees enroll on a voluntary basis in on-site ABE and GED open labs which operate Monday and Wednesday, 12:30 to 5:30 p.m. The company and Vance-Granville Community College provide instructional materials. The company also pays testing fees for GED exams. Adam Millis Hosiery employees are encouraged to attend Tuesday and Thursday evening classes (three hours each class) at Franklinton High School. Students reading above the ninth grade level receive instruction in writing, social studies, science, reading, and math. Kayser Roth (hosiery) and Burlington Industries (menswear) have recently been added to the list of industries working with Vance-Granville Community College.

TITLE: EMPLOYEE LEARNING CENTER

PROVIDER: Clackamas Community College, 19600 S Molalla Avenue, Oregon City, OR 97045

CONTACT: Dian Connett TELEPHONE: (503) 655-2813

The adult education staff at Clackamas Community College has designed a targeted learning center to serve employers whose employees need basic skills upgrading. The center is located in downtown Oregon City and resembles an efficient business center. Specific skills in spelling, reading, writing, computing, vocabulary and job-related behaviors, are taught. Assessment and an individualized program are offered each student. The center director offers services to local business.

TITLE: CHEMEKETA ABE/JOB COUNCIL COLLABORATION

PROVIDER: Chemeketa Community College, P.O. Box 14007, Salem, OR 97309

CONTACT: Becky Johnen TELEPHONE: (503) 399-5136

The Chemeketa Community College ABE program offers individualized, self-paced instruction in reading, math, English and spelling. Through cooperative efforts with the Mid-Williamette Jobs Council, curricula has been developed focusing on the specialized and technical vocabulary and math required for specific occupations.

In conjunction with the Salem-Keizer School District, Chemeketa offers a comprehensive self-contained alternative school program for at-risk youth ages 16 to 21. This program is designed to provide courses which emphasize basic skills, thinking skills, career exploration and team building in an environment where attendance, performance and work expectations are clearly defined. A flexible alternative high school program is also available for students, and they can take a combination of high school completion, GED certificate and regularly offered college courses.

TITLE: COMMUNITY COLLEGE/COMPANY PARTNERSHIP

PROVIDER: Blue Mountain Community College, 2411 NW Carden, PO Box 100, Pendleton, OR. 97801

CONTACT: Patricia T. Amsberry TELEPHONE: (503) 276-1260

Simplot Company, potato processing plant, requested the BMCC Counseling Center to give an English skills test to about twenty of their line supervisors. Results of the test indicated that about twelve of the employees needed instruction in English at less than college level. This eleven-week course is divided into three levels, individualized and taught on-site in a learning center atmosphere by a BMCC instructor. Students pay tuition and book fees, but those who successfully complete the class are reimbursed by the company for eighty percent of the cost.

TITLE: HOSPITAL UNION PROGRAM

PROVIDER: Hospital Workers' Union District 1199C Training & Upgrading Fund, 1319 Locust Street, Philadelphia, PA 19107

CONTACT: James T. Ryan TELEPHONE: (215) 735-5555

Provides ABE to approximately forty-five adults employed in hospital or nursing home settings and to unemployed persons seeking enrollment in skilled training programs in the health care field.

TITLE: SHELTERED WORKSHOP

PROVIDER: Penn York Opportunities, Inc., P.O. Box 249, 101 South Main Street, Athens, PA 18810

CONTACT: Jean Werkheiser TELEPHONE: (717) 888-5891

Provides a basic educational program to fifteen adults employed by the company in a sheltered workshop environment.

TITLE: GED STUDY FOR PENN STATE EMPLOYEES

PROVIDER: State College School District, 131 West Nittany Avenue, State College, PA 16801

CONTACT: M. Margaret Welliver TELEPHONE: (814) 231-1061

Provides GED instructional classes to employees of the Penn State University Physical Plant Administration. This program continues to be important tool for motivating employees to obtain their secondary school diploma.

TITLE: OPPORTUNITIES INDUSTRIALIZATION CENTER - HERSHEY PROGRAM

PROVIDER: Tri-County OIC, Inc., P.O. Box 1941, Harrisburg, PA 17105

CONTACT: Jeffrey Woodyard TELEPHONE: (717) 238-7318

Provides GED instructional classes to employees of Hershey Food, Inc. This program has been in operation for two successive years and has been well attended. The management of the company indicates that this program encourages and motivates employees to obtain a secondary school diploma.

TITLE: ESL COLLABORATIVE

PROVIDR: Providence Adult Education, 99 Kenyon Street, Providence, RI 02903

CONTACT: Theresa A. Murtha TELEPHONE: (401) 456-9241

Providence Adult Education has worked with business and industry over the years, most recently with Armsbrust Chain Company and Consolidated Jewelry. Two classes were conducted at Ambrust and one at Consolidated for Spanish-speaking student beginners. One of the ESL teachers who also teaches math, carried out a team approach so that students could learn weights and measures as they studied English. Immediate advancement was available to those students who improved in English and mastered the use of scales in their work. A second class at Consolidated Jewelry was made up of Southeast Asian employees. Personnel directors at both companies have been very supportive of the students.

TITLE: COMMUNICATIONS AIDS

PROVIDER: Creamer, Dickson, Basford Inc., 1000 Turks Head Building, Providence, RI 02903

CONTACT: Cathy Lugbauer TELEPHONE: (401)456-1555

This public relations firm has extended a $72,000 line of credit to the Rhode Island Department of Education for communications consulting services. Staff of the agency is available to work with the Department on creating cooperative arrangements with local business and industry that will result in joint sponsorship of ABE classes, recruitment of volunteer tutors, and some other form of direct support to local adult education programs.

TITLE: EMPLOYEE LEARNING LABS

PROVIDER: Cherokee County School District, P.O. Box 460, Gaffney, SC 29340

CONTACT: Jerry Harmon TELEPHONE: (803) 487-7152

The learning lab at Stouffers was the first to be developed in Cherokee County. This lab has been operating since 1982, Tuesdays and Thursdays, from 1:30 to 4:30 p.m. The Timken Company Lab, started in February, 1985, is held in the personnel office from 1:30 to 4:30 Tuesdays and Thursdays. Students do not have to attend every day, and they stay for as long as they care to spend on a particular subject. Within the lab there are many kinds of studies going on. Some people are studying to take the GED, others are earning units toward a high school diploma, while still others may be high school graduates who are upgrading their skills for a job or college or technical school entrance. If an individual has a reading problem, a volunteer will be provided to instruct him one-on-one. All the work in the lab is done on an individual basis. Only the instructor and the student know what level an individual is working on.

The Limestone and Summitt Plants of M. Lowenstein Corporation also have learning labs every Tuesday and Thursday from 2:30 to 5:30 p.m. in a classroom in the personnel office, located between the two plants.

TITLE: MORE PLANT LEARNING LABS

PROVIDER: Darlington County School District, 102 Park Street, Darlington, SC 29532

CONTACT: Ellen Dalrymple TELEPHONE: (803) 393-0987

A learning lab was established at Nucor Steel in February 1985. Department managers were allowed to pursue possible interests among their employees. Nucor furnishes the room and will reimburse students for their costs. Although the lab offers basic skills, high school completion and review/enrichment courses, all but one or two of the students thus far have enrolled in order to improve basic reading and math skills. The program utilizes volunteer literacy tutors and a certified teacher.

The Learning Lab was established in the L'eggs plant (a division of Sara Lee Corporation) in Hartsville in 1975. The plant manager and personnel director and the training director from corporate headquarters supported the program. All employees attended one session and a large number

indicated a desire to participate. L'eggs personnel gave priority to employees on the basis of seniority. The lab meets one day per week--two hours before and two hours after the 3:00 p.m. shift change. The company provides a room and pays for all materials. Students attend at no cost except for their time, and study basic skills for review or enrichment.

TITLE: NATIONAL GUARD ADULT LEARNING LAB

PROVIDER: Florence School Districts 2,3,4, P.O. Box 386, Lake City, SC 29560

CONTACT: Trisha Caulder TELEPHONE: (803) 394-5517

Lake City National Guard identified members who had not completed high school and so could not be promoted to a higher rank. In October 1984, an adult learning lab was established in the armory open to the guardsmen and members of their families. Classes were held two nights and one morning a week. Total enrollment reached eighty-one by the end of May. High school diploma, GED peparation, self-improvement courses were offered. As a result of this pilot program the Adjutant-General of South Carolina has recommended that learning labs be established in every armory in South Carolina where the need exists.

Wellman Industies in Johnsonville, opened an adult learning lab in their facility in October 1984. Sixty-four employees attended classes on Mondays and Thursdays for two hour intervals. Two classes were offered each of these days to accomodate the different shifts. In this program, employees could earn their high school diploma or GED certificate, improve their reading and writing skills, or take refresher courses of their choice. Wellman also offers an incentive program for those who advance or complete the program. For each unit earned or each area mastered, the student can choose a gift from the company catalog. When they earn a diploma or a GED certificate, they get another reward.

TITLE: THE VERMONT ABE - VOC ED - BUSINESS AND INDUSTRY - JTPA PACKAGE

PROVIDER: Adult Education Unit, Vermont Department of Education, 120 State Street, Montpelier, VT 05602

CONTACT: Sandra Robinson TELEPHONE: (802) 828-3131

REACH UP Program: REACH UP -- Vermont's program for its 2,200 single parents on welfare--began operation in July 1986. Administered by the Department of Education, REACH UP targets JTPA, vocational education, and federal Work Incentive and other welfare funds to pay for assessment, career counseling, basic, vocational and survival skills training, on-the job training, placement and support services for program participants. The aim is to provide long-term career planning, education and training to single parents well before their youngest child turns six, so that job placement follows personal planning instead of becoming emergency action. Estimates of program costs total $4 million, with approximately twenty-five percent coming from state revenues. Other programs involved include apprenticeship programs, Job Start, vocational rehabilitation, Vermont Student Assistance Corporation and the Vermont State College System.

Child care and transportation are available after job placement on an as-needed basis, and Medicaid can be extended up to fifteen months during the transition period. A $100 check is issued to each REACH UP participant who is placed in a full time job. A special REACH UP worker follows each participants progress from the first day until he or she has landed a job -- and beyond. In addition, REACH UP will pay a significant portion of the training costs for up to the first nine months of employment.

Between July 1, 1986 and June 30, 1987, REACH UP will place 1,400 single parents on welfare in unsubsidized jobs. During this same period anticipated initial welfare grant reductions will be at least $600,000, and annual savings will be much greater.

STEP UP Program: STEP UP is designed to place women in non-traditional skilled trades employment. It is a comprehensive structured program to serve minimally fifty-five women. It combines thirteen weeks of classroom training with up to twenty weeks of subsidized on-the-job survival and vocational skills training in Burlington industries.

The program prepares women to overcome many of the barriers to non-traditional employment such as lack of previous employment, self-esteem problems, work ethics, job development skills. Support services are available throughout the program including reimbursement for child care and transportation. Participants may also be eligible for needs-based payment during the classroom training period.

Adult Diploma Program: The Adult Diploma Program is a competency-based assessment system that offers adults the opportunity to earn a high school diploma upon documentation of required competencies. The program provides diagnosis and educational counseling, and ties in closely with the Work Incentive Program and Adult Basic Education. Its primary goal is to reduce

a major barrier to employment for many adults, the lack of a high school-diploma. Since JTPA began in Vermont, 250 adults, received high school diplomas; during 1984 another 120 adults, ranging in age from 18 to 79, received their diplomas.

Adult Vocational Education: Lack of vocational training is a major employment barrier for unemployed or underemployed adults. Vocational training is beyond the reach of many adults most in need of this training for a variety of reasons. Adult vocational coordinators work with area vocational centers and other sources of vocational training in the community to develop meaningful training programs for the adult participants.

Summer Youth Employment Program: The Summer Youth Employment Program has served over 1,200 economically disadvantaged youth throughout the state each year. Priority for service is given to school dropouts and welfare recipients, who get vocational counseling, supportive services educational enhancement as needed, and pre-employment competency training. Fifty-four percent of participants trained were certified as having mastered the competencies. Summer youth program participants learned about the world of work through hands-on experiences at some 957 work sites, while providing thousands of person hours of valuable community service through such agencies as town road departments, day care centers, hospitals, municipal recreation programs, public schools, state parks and special work crews.

Exemplary Youth Programs: Most youth served through Vermont's JTPA programs are enrolled in one of the Exemplary Youth Programs, designed specifically to meet their needs. Whether they are still attending school and looking for their first part-time job, or school leavers or graduates seeking full-time employment, young people become promising entry-level workers through job experience, remedial education and progressive mastery of measurable employment skills. Employers themselves help determine and design the competency system underlying the programs, thus ensuring that program completers will be qualified job applicants.

Specific activities operated under the Exemplary Youth Programs are:

Pre-Employment Skills Training: In a small group class setting, for a total of twenty-four hours, young people work under a professional trainer to demonstrate mastery of twenty-three employability skills. Support services are provided as needed. Trainers document each youth's competency completion, and completers receive certification of mastery.

Limited Work Experience: Persons who have had little or no work experience working may be referred to the Limited Work Experience program for assignment to short-term jobs in the non-profit sector for six months at minimum wage. Participants receive close supervision at their work sites, while learning good work habits and the basic skills needed to succeed in any job. The experience often helps them clarify their vocational goals. Some of the Limited Work Experience programs were de signed to meet special needs. For example, work slots within State agencies were selected which, when combined with skills training, would allow participants to gain minimum qualifications to compete for entry-level jobs within state government. Limited Work Experience combines a short-term job assignment in the non-profit sector with training in work maturity skills.

Classroom Training: This training teaches persons the technical skills needed to do a particular job. It is offered only for occupational areas in which there is an identified need for trained workers. Individuals are referred for specific skills categories for which there is a commitment to hire upon conclusion of the training. Eligible participants receive needs-based payments through JTPA funds and financial assistance through the Vermont Student Assistance Corporation.

On-The-Job Training: On-the-job training is provided by private-for-profit firms, state agencies and not-for-profit employers. A firm hires the participant under contract with the service provider, then is reimbursed for extraordinary training costs, which may equal up to half the maximum of the participants' wages. Occupations selected for training require at least two weeks and no more than forty weeks training. Employers provide closer supervision and more training to participants than they would to other employees. Program operators provide employability planning, counseling, support services, remedial education and vocational courses. Youth are hired, then trained to do the job by the employer, following a training curriculum developed to meet both youths' and employers'needs.

Try Out Employment: This provides youth with a trial period of employment leading to permanent employment, usually with a private-for-profit employer. The training job must be one for which the youth would not normally be hired due to lack of experience or other barriers. Participants get minimum wage and up to 250 hours training.

Cooperative Education: Youth enrolled in vocational education programs who also must meet JTPA eligibility criteria may be enrolled in Cooperative Education which coordinates educational programs with work in the private-for-profit sector. Participants get minimum wage and Limited Work Experience training.

Competency Based Education: The Vermont Department of Education, with help from the Department of Employment and Training Council and the Vermont State Board of Education, is developing and implementing an effective delivery system model for a performance based approach to vocational education. This project will last three program years and be introduced into all Vermont basic and vocational skills programs.

Among companies participating are Chittenden Bank (Burlington), Green Mountain Cablevision (Williston), Montpelier Cablevision, IBM (Essex Junction), Cabot Creamery (Cabot), Saga Foods (Burlington), Ramada Inn (Bennington), Brattleboro Memorial Hospital, Bennington Convalescent Center, Acme Paint and Glass (Burlington), Casey Construction (Burlington), and 95 other small businesses in southeastern Vermont.

State agencies include the Department of Libraries, Higher Education Council, Department of Social Welfare, Department of Employment Training, Central Vermont Community Action. The Vermont Hospital Association, the Vermont Health Association as well as the Middlebury Parent Child Center, Vermont NEA and the University of Vermont are also involved, as are several newspapers including the Burlington Free Press.

TITLE: FAIRFAX COUNTY SCHOOLS EMPLOYER PROGRAMS

PROVIDER: Fairfax County Public Schools, Office of Adult and Community Education, 7510 Lisle Avenue, Falls Church, VA 22043

CONTACT: Dolly Whelan TELEPHONE: (703) 893-1093

The Fairfax County Police Department program, begun in 1984, offers reading and English. Since 1982, Support Services Divison of Fairfax County Public Schools has had a reading, writing, GED preparation program. Fairfax County Department of Public Works also has a reading and English instructional program. From 1983, the Patent and Trademark Office has had a reading, English, GED preparation program. All these programs are funded by the receiving office.

TITLE: AT&T - HENRICO COUNTY COLLABORATION

PROVIDER: AT&T Technologies, Inc., 4500 Laburnum Avenue, Richmond, VA 23231

CONTACT: Jackie Ford TELEPHONE: (804) 226-5845

This industry-funded project gets technical assistant and supervision provided by Henrico County Public Schools. Since 1984, all classes have been ABE/GED combination. The program consists of eighteen weeks of combined individual and group instruction.

TITLE: HENRICO COUNTY EMPLOYEES PROGRAM

PROVIDER: Henrico County Public Schools, 2202 Mountain Road, Glen Allen, VA 23060

CONTACT: William C. Nelson TELEPHONE: (804) 264-2554

ABE classes are held for all classified employees of Henrico County Public Schools, non-school government employees, and adult family members of employees. The program gets federal, state and local funding.

TITLE: NEWPORT NEWS SHIPBUILDING COLLABORATIVE

PROVIDER: Newport News Shipbuilding, 51 Copeland Lane, Newport News, VA 23601

CONTACT: Edward Brayboy TELEPHONE: (804) 599-8844

Newport News Shipbuilding and the Newport News Public Schools have a program in basic skills in reading, language arts and math which includes job-related content. Newport News Public Schools also provides ABE instruction to employees of Newport News Department of Public Works.

TITLE: PLANTERS - SUFFOLK CITY SCHOOLS TRAINING PROGRAM

PROVIDER: Planters Employee Training Program, Planters Peanuts, A Division of Standard Brands Incorporated, 200 Johnson Avenue, Suffolk, VA 23434

CONTACT: Sue M. Jones TELEPHONE: (804) 539-2343

Suffolk City Public Schools and Planters Peanut, a division of Nabisco Brands Incorporated, have, since 1977, had a partneship to provide the Planters Employee Training Program (PET) to employees. The program improves reading, writing and math skills, with levels going from non-reader to GED. The purposes of the PET program vary from specific job training to preparation for taking the GED.

TITLE: PATRICK COUNTY SCHOOL - BUSINESS PROGRAMS

PROVIDER: Patrick County Public Schools, P.O. Box 346, Stuart, VA 24171

CONTACT: Carolyn Deekens TELEPHONE: (703) 694-3163

Patrick County Public Schools and the J.P. Stevens Company (Stuart) are developing an in-plant program to include basic reading, mathematics, English, spelling, and life-coping skills for the Stevens' employees who have less than an eighth grade education. The standard curriculum will be augmented to include the trade terminology and trade math required for jobs in the plant. Long-range plans include the development of a volunteer program to continue instruction after one-year developmental federal funds have ended. Patrick County Schools also works with the Stuart Division of Bassett Walker, Inc. and Masonite Corporation (Stuart) to provide employees with ABE and GED instruction.

TITLE: RICHMOND PUBLIC SCHOOLS EMPLOYER PROGRAMS

PROVIDER: Richmond Public Schools, 119 W. Leigh Street, Richmond, VA 23220

CONTACT: Jerry D. Browder TELEPHONE: (804) 780-4388

The Richmond City Hall Program, begun in 1984, offers three levels of ABE and GED training. The Richmond Classified Employees Program, begun in 1985, offers instruction in adult basic education and computer literacy.

TITLE: UVA PROGRAM

PROVIDER: Adult Education Center, Jefferson Annex, 4th Street, NW Charlottesville, VA 22901

CONTACT: John Hengel TELEPHONE: (804) 979-6314

Literacy instruction has been provided to University of Virginia employees in physical plant, housekeeping and food services since 1986.

TITLE: VOCATIONAL ESL AT TEKTRONICS

PROVIDER: Clark College, 1800 E. McLoughlin Blvd., Vancouver, WA 98663

CONTACT: Randall Wulff TELEPHONE: (206) 699-0429

This is a twelve-week vocational ESL Program to teach a competency based vocational ESL -- known as VESL -- curriculum at Tektronics Inc. in Vancouver. The curriculum was based on a detailed needs assessment done with management after a placement test had been given to all students.

TITLE: BASIC SKILLS ON SITE

PROVIDER: Everett Community College, 801 Wetmore Avenue, Everett, WA 98201

CONTACT: Ted Keaton TELEPHONE: (206) 259-7151

Everett Community College and Western Geon Corp, a division of Becor Western, are working toward a cooperative agreement to provide basic skills training on site. The classes will be held in a lunchroom facility between day and swing shifts.

Becor Western Foundation has awarded the adult education department of the community college a $5,175 grant to be used toward for the purchase of literacy materials for the coming year.

TITLE: BASIC SKILLS FOR NURSING HOME WORKERS

PROVIDER: South Seattle Community College, 6770 East Marginal Way South, Seattle, WA 98108

CONTACT: Anthony Ruiz TELEPHONE: (206) 764-5363

South Seattle Community College is working with Mount St. Vincent and the DePaul Nursing Home to provide employees adult basic education in reading, math, English, spelling, and life skills as well as GED peparation. Employees enroll on a voluntary basis in an on-site ABE/GED class Tuesday and Thursday from 3:00 p.m. to 5:30 p.m. In addition to providing instructional materials and offsetting a portion of the instructional cost, the employer gives enrolled employees five hours of released time each week to attend the classes.

TITLE: TESTING PROGRAM

PROVIDER: Monongalia County Board of Education, County Vocational Center, 1000 Mississippi Street, Morgantown, WV 26505

CONTACT: Barbara Metheny TELEPHONE: (304) 291-9240

The Monongalia County Adult Basic Education Learning Center helps Morgan Shirt Company and the Holiday Inn by providing general education and aptitude testing for individuals who are interested in becoming employees of either company. This service is provided at the learning center. County representatives meet with the applicants and interview perspective personnel in the learning center. GED services are provided for applicants who need it.

In addition, GED training is provided to employees of the West Virginia University Hospital and maintenance department. West Virginia University provides classroom space and allows flexible work schedules so that employees can participate in this class.

TITLE: GED TRAINING

PROVIDER: Preston County Board of Education, Education Center, Kingston Kingston Road, Kingwood, WV 26537

CONTACT: Alvey Deems TELEPHONE: (304) 329-3201

Preston County Board of Education provides a GED training course to employees of the Hopemont State Hospital. The instructors meet with employees at the hospital two afternoons a week. The hospital administrators recruit participants, provide space for classrooms and permit enrollees flexible work schedules so they can participate.

TITLE: PROJECT COPE

PROVIDER: Waukesha County Technical Institute, 800 Main Street, Pewaukee, WI 53072

CONTACT: James Mullarkey TELEPHONE: (414) 691-5306

A special service titled Project COPE (Career Options for People with Experience) was established to provide dislocated, unemployed and under--employed workers with specialized job and career srvices. In addition to individualized services, COPE provides group workshops and seminars in career assessment, emerging occupations, labor market information, resume writing, job shop, job seeking skills, starting thejob campaign, and learning how to deal with the emotions and economics of being unemployed. Working closely with the local job service, mental health agencies, labor organizations, business and industry, COPE has developed an effective service delivery system to assist dislocated workers in the development of a job campaign or re-training program. COPE provides one-to-one, small group and large group services. In addition to the walk-in services COPE has developed and provided outplacement services to local businesses and affected workers.

TITLE: MADISON AREA COLLEGE PARTNERSHIPS

PROVIDER: Madison Area Technical College, 211 N. Carroll Street, Madison, WI 53703;

CONTACT: Maria Hernadez TELEPHONE: (608) 266-5225

Madison Area Technical College provides on-site basic skills instruction at the W.T. Rogers Company (office supplies), Tile Plastics, and Treek Bicycle, all in Waterloo, to Ortega, Division of Del Monte (Stoughton), Temescal (Spring Green), Tru-America (Waterloo). Instruction includes math, reading and English as well as ESL and GED preparation.

APPENDIX A

FREE CONTRACTING: MARKETING ADULT EDUCATION PROGRAM OFFERINGS ON A COST-RECOVERY

by John Creighton,
Maryland Department of Adult Education

This workshop presented a Maryland model of delivering public adult education services to business, industry, and public agencies on a cost-recovery basis.

SHOULD PUBLIC ADULT EDUCATION BE IN THE BUSINESS OF PROVIDING SERVICES?

The Carnegie Report, Corporate Classrooms, notes that $45 billion is expended annually for employee training and education in the private sector of which $300 million goes to improving reading skills alone.

Our philosophy is that this role is appropriate for several reasons:

- The companies and their workers are located in our communities and pay taxes.
- Nobody does it better. We are very good at what we do. We can and do develop and market employer-specific programs.
- We have an essential need for creative funding and a reduced dependence upon government funding. Contracts assist us to do long range strategic planning, rather than year-to-year survival strategy planning.

Therefore, we accept the notion of marketing adult education as a product. We believe that dollars earned is one viable measure of program effectiveness.

- We have discovered that there is nothing arcane about this concept. It is a simple game. If you provide an employer with something worth paying for, he will gladly pay you.

TEN WAYS TO GET STARTED WITHOUT A MARKETING SPECIALIST

1. Include information in your brochure.
2. Go public through the contacts you already have, like committees and advisory councils.
3. Conduct a job fair or career night.
4. Run an ad in local business journals.
5. Enlist the help of your outreach or community development staff.

6. Explain the concept to organizations, institutions, and agencies who request free classes.

7. Ask for start-up money from your main funding source(s). Offer to help with staff development in this area the following year.

8. Get copies of company in-house newsletters. They will often give you ideas about the training and education interests of companies as well as ideas for future offerings.

9. Obtain lists of companies and agencies. Send them letters, flyers, and brochures. Then follow up with a phone call: "Do you have any training needs? Can I help you?"

10. Word of mouth. Word will get around if you follow through.

GOOD LEADS

1. The National Guard. They pay for high school diploma programs for their men and women. A diploma is a condition of promotion.

2. Vocational Rehabilitation. They usually pay by the hour for client services. They can refer you to substance abuse programs.

3. JTPA. They are interested in pretraining and job training readiness. Tell them that you can raise academic ability levels and determine for them who will succeed in training programs. They are measured against performance standards including success rates and are paid on numbers of program completers.

4. Developmentally Disabled. These groups are interested in IPP's and goal setting for their clients and training for their staff. They are frequently part of a consortium. Special education services end at age 21 or upon leaving school.

5. Organizations which hire entry level, unskilled employees, such as state highway administrations and departments of parks and recreation. These often have career ladders in place which employees cannot follow because they lack basic skills or a high school diploma.

WHAT NEEDS TO BE DONE?

1. Develop promotional materials and allocate space in existing materials. Emphasize your ability to deliver tailor-made job-related programs designed to meet organizational needs. Once contracts have been developed, get permission to include the names of companies who have become satisfied consumers.

2. When you get a lead, call for a definite appointment. Immediately thereafter, write a letter confirming the appointment.

3. Get to know the organizational titles used. It may be Training Officer, HRD Specialist, O.D. (organizational development) Specialist. If such a job is nonexistent, find out where that function is housed. Is it a personnel officer, a safety administrator, EEO staff, a plant superintendent, or just who carries the training responsibility?

4. Someone has to visit the interested companies who respond. Assign someone marketing responsibility. The most important qualities needed are enthusiasm, zest, honesty and the ability to listen. Forget about credentials. That person needs to be a turned-on, persistent champion of the program and a true believer. Pay should be less important to him/her than ownership and commitment.

5. Always make a personal visit. During this, find out the company's perception of the problem and what needs to be done. Assess the employer's needs. Listen carefully. Tell them all the options including classes now available. Be totally honest.

   If appropriate, propose delivering educational services on-site. Ask them if what you are proposing will do them any good. Will it increase productivity, be cost-effective in payback for proposed training/education, or fulfill their commitment to corporate responsibility to their employees?

   You should be talking to the highest ranking person who will see you. Suggest that they consider trying out your proposal for eight to ten weeks on a pilot contract basis. Your contact will have to talk to other people before he/she can commit. Do not pressure him for an immediate response. Understand that not all of your proposals will pan out, even if the training officer is all excited.

6. An additional meeting or meetings may be needed before the contract is completed. Companies like a cost determination sheet in order to understand how you arrived at your cost figure.

7. You gear up by identifying a teacher, planning for employee participant assessment, and developing a written curriculum and course outline. You need the latter for the teacher and to share when the corporate executive asks the training officer, "What did you spend $4,000 for?"

   Get the teacher the materials he/she wants and arrange to teach on site with released time, if at all possible. Released time tells the employees that the company is really committed and provides an excellent incentive for them to enroll and attend regularly.

8. Arrange to provide the company with evidence of participant progress. Ask them to share their follow-up results with you.

HINTS FOR CONTRACT DEVELOPMENT

1. Government agencies require a fairly complicated contract.

2. Submit a specific proposal for each company. Rewrite if necessary.

3. If your price is too low, they will think the program is no good. One rule of thumb is no less than $30 per instructional hour.

4. Administrative costs are necessary and should be included.

5. They may want to pay on a per employee basis or use a tuition based approach. Under the new tax law, employers can take a deduction for tuition costs. They may want an employee agreement stating that the employee pays if he stops attending.

6. Our experience has been that contract size can vary from $100 for a reading assessment of one person to as high $18,000.

ADMINISTRATIVE ISSUES

1. The program will create staff development needs. You will need to build a cadre of staff who can (a) assess business and agency needs, (b) design training/education packages, and (c) develop improved overall marketing skills.

2. Success factors in program administration.

   The program administrator:

   - o Recognizes that successful innovation doesn't come from the executive suite.
   - o Provides respect, collaboration, support and commitment. Works with the marketing person.
   - o Provides a lot of leadership but little management and supervision. Trusts his/her people. Is a cheerleader and coach.
   - o Focuses on contracting as a real priority effort.
   - o Encourages the marketer to take risks, to test. Understands that there really isn't any fixed standard against which to measure success and that the process brings other benefits.
   - o Know that there will be disappointments.
   - o Understands that there is probably a high correlation between the number of visits made to companies and the number of contracts obtained.

DETERMINATION SHEET
COST PER CLASS

		WITH AIDE	WITHOUT AIDE
A.	Instructional Hours. Multiply teacher's hourly salary (Average $12.50 per hour) by 48 (hours per semester).	$600.	$600.
B.	Preparation Time. Multiply teachers hourly salary ($12.50) times 24 (hours to prepare). Note: For every two (2) hours of teaching time, teachers need one (1) hour of preparation time.	$300.	$300.
C.	Curriculum Development. This figure should be small or none.	0	0
D.	Initial Student Assessment. Multiply teacher's hourly salary ($12.50) by four (4)	$ 50.	$ 50.
E.	Fringe Benefits. Determine the actual cost of benefits. (This figure is usually about 8 1/2% of teachers salary in 80 hours.)	$113.73	$ 85.
F.	Instructional Materials. Determine actual cost of materials to be used. (This is usually about $20. per student.) $20 times 10 students.	$200.	$200.
G.	Evaluation and Reporting. Multiply teacher's hourly salary by four (4 x 12.50).	$ 50.	$ 50.
H.	Teacher Aides. Multiply hourly salary by number of hours.	$338.	0
I.	Administrative Costs. Add lines A, B, D, G and H. Multiply total by .20 (20%).	$267.60	$200.
	Total	$1919.33	$1440.

NOTE: These figures are approximate.

CONTRACTING ISSUES TO ADDRESS

1. Is the organization capable of supporting contractual arrangement?

2. Are the community agencies aware and supportive of your efforts as an adult education unit?

3. Is your product respected by both educators and potential consumers?

4. What is the availability of personnel once the contract is secured?

5. What types of monitoring activities can provide insights without intimidation?

6. What strategies have been sufficiently developed for the presentation phase of contracting?

7. Is the existing staff aware, supportive and capable of assisting in the marketing phase?

8. Is funding available to tailor programs to the existing need of an agency?

9. What strategies might be developed to reduce the "perceived risk" phase of contracting?

10. What are some ways which may be explored to encourage credibility?

11. Can "quantitative results" be efficiently and justly demonstrated?

12. Should the evaluation phase include management input?

13. Is the scope of the program wide enough to include existing materials and curricula?

COUNTY PUBLIC SCHOOLS

... ., Superintendent ... , Maryland – 21204

Are you looking for a way to increase employee productivity at minimal cost to your company? Would your employees benefit from basic skills classes, vocational training, or communications skills development?

The Office of Adult Education of Baltimore County Public Schools offers cost-effective on-site staff development training programs which are designed to meet the specific needs of each company. Our staff of experienced teachers has an outstanding record of success in working with adult students.

Whether your company needs a GED preparatory class for 15 employees, a team building class for 5 managers, or a basic skills tutorial program for one employee who needs to improve his/her reading and writing skills, the Office of Adult Education can help. We feel confident that you will not find a better staff development program in the Baltimore area. And, best of all, because we are a non-profit organization, the cost to you is minimal.

I will be happy to visit you to explain our staff development program in greater detail. To arrange for an appointment, please call the Office of Adult Education at

Sincerely yours,

, Program Assistant
Training and Staff Development
Office of Adult Education

jh

ABE/GED "FEE PACKAGING"

First Response to RFD or inquiry

1. Meet with training officer (s)
2. Define Program objectives
3. Determine time and frequency of classes
4. Suggest Program ideas
5. Estimate cost

Develop Proposal

1. Design curriculum
2. Chart classes and holidays
3. Select teacher (s)
4. Select materials

Present Proposal

1. Experience and credentials of Bidder
2. Program design
3. Student Objective Sheets
4. Curriculum outline
5. Methods and materials
6. Staff experience and resumes
7. Measurements and reports
8. Cost

Implement Proposal

1. Contracts approved and signed
2. Billing and accounting procedures established
3. Students tested and evaluated
4. Appropriate materials procured
5. Course evaluation instruments designed/selected
6. Teacher (s) conference and training

Follow-up

1. Conference (s) with training officer
2. Class progress report submitted by coordinator
3. Periodic individual student evaluations
4. Teacher conferences with coordinator
5. Post-Test results interpreted by coordinator to training officer
6. Recommend contract renewal or alternative program packaged

BALTIMORE COUNTY PUBLIC SCHOOLS
6901 Charles Street
Towson, Maryland 21204

AGREEMENT
BETWEEN
BALTIMORE COUNTY PUBLIC SCHOOLS
OFFICE OF ADULT EDUCATION
AND

FOR
BASIC SKILLS INSTRUCTION

THIS AGREEMENT is effective the _____ day of _____between Baltimore County Public Schools Office of Adult Education and _____.

Baltimore County Public Schools and _____ do mutually agree as follows:

I.
PROGRAM AND SERVICES TO BE PROVIDED

_____shall purchase services of the Office of Adult Education. The Office of Adult Education shall provide basic skills instruction for _____ _____.

II.
TERM OF AGREEMENT

Performance under this Agreement shall commence on _____and shall continue until _____ or as long as a demonstrated need exists for these services. This contract may be terminated by either party only by written notification but not less than two weeks before projected termination date. At the completion of the services specified in this agreement, _____has the option of renewing this Agreement with the Office of Adult Education for the new fiscal year.

III.
COSTS AND EFFICIENCY

(a) THE COST to _____for the services to be provided by the Office of Adult Education under the Agreement shall be ($30.00 for each hour of service) based on the following expenditures:

(1) Teacher Salary and Fringe Benefits for __ hours of Student Instruction (_ hours per week for _ weeks)
(2) Student Assessment (initial, ongoing and final progress reports)
(3) Teacher Preparation Time (_ hour per week)
(4) Instructional Materials
(5) Administrative Costs

(b) METHOD OF PAYMENT: The Office of Adult Education shall invoice_____ on _____ Payment by _____ shall be made within 60 days of receipt from the Office of Adult Education.

IN WITNESS WHEREOF, the parties have executed this Agreement and have caused their respective seals to be affixed hereto on or before _____.

Attest: For _____

_____ _____
Signature

_____ _____
Name (typed) Date Signed

For BALTIMORE COUNTY PUBLIC SCHOOLS

Attest:

_____ _____
Signature

Bert A. Whitt, Coordinator
Office of Adult Education _____ _____
Date Signed

Montgomery County Public Schools

Department of Adult Education and Summer School
12519 Greenly Drive Silver Spring, Maryland 20906

Telephone (301) 942-8304

Dear Ms.

On behalf of the Department of Adult Education, I am pleased to submit this letter contract for authorization confirming our conversation to conduct one GED-style Class for 20 targeted employees of WSSC. This class, which will be conducted on-site at the facility, , will begin on Wednesday, March 6, 1985 and will be held from 7:30 am - 3:30 pm, each Wednesday for 17 consecutive weeks. A testing and evaluation session which will determine the level of instruction of the program, will be conducted at least two weeks prior to the begining of the program. The evaluation will take approximately 2½ hours and will be scheduled at the convenience of .

Mrs. will be the Coordinator for this project and all arrangements and liaison should be made through her office. The instructor, will be employed and retained by Montgomery County Public Schools, Department of Adult Education.

The proposed cost of this program will be based on the following expenditures:

A.	Instructional Hours	$2110.00
B.	Assessment and Evaluation	89.00
C.	Preparation Time and Curriculum Development	390.00
D.	Fringe Benefits	246.00
E.	Instructional Materials	500.00
F.	Administrative Costs	667.00
	Grand Total	$4002.00

Any modification or extension of this letter of agreement shall be subject to the written mutual consent of the undersigned parties. A bill will be submitted and payment to Montgomery County Public Schools, Department of Adult Education, will be expected within 30 days of receipt.

If you are in agreement with the terms of this letter, kindly sign and return the copy to the Department of Adult Education, Montgomery County Public Schools.

The Adult Education staff is looking forward to working with to assist in meeting the writing and basic skills needs of its employees.

I look forward to hearing from you.

Sincerely,

Dr. , Director
Department of Adult Education

CTL:ajl

CONTRACTING WITH THE PRIVATE SECTOR

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Kopecek, Robert J. and Robert G. Clarke (Eds.). **Customized Job Training for Business and Industry**. New Directions for Community Colleges, n. 48. San Francisco: Jossey-Bass, Inc., 1984.

Wagner, Bob. **Fee Management for Noncredit Programs**. Manhattan, Kansas: Learning Resources Network, 1981.

Developed by Mary Ann Corley, ABE Supervisor, Baltimore County (Md.) Board of Education

HYDRA-MATIC
LOCAL 735

UAW

WILLOW RUN

JOINT TRAINING NEEDS SURVEY

UAW/GM
NATIONAL RESOURCE COMMITTEE
MODEL PLANT TRAINING PROJECT

The Hydra-matic/UAW Joint Training Department has designed the following survey to help find the current level of education and the individual educational interests and needs of our work force. This is your opportunity to voice your personal needs and interests to help in the important task of planning and funding the training model for our plant. The information that is gathered from this survey will help identify the training you may need for your job or personal life.

Thank you for your cooperation.

---

1. Please indicate where you work: ☐ Hourly ☐ Salary

   ☐ Plant 1 ☐ Materials Management ☐ Quality Control
   ☐ Plant 2 ☐ Manufacturing ☐ Financial
   ☐ Plant 3 ☐ Plant & Industrial Eng. ☐ Personnel
   ☐ Plant 4 ☐ Skilled Trades ☐ Process Control
   ☐ Mfg. Maintenance & Process Eng.

2. ☐ Day Shift ☐ Afternoon Shift ☐ Midnight Shift

3. Job Title or Classification _____

4. Education (circle last year completed):
   Junior/High School: 8 9 10 11 12
   College: 1 2 3 4
   Degree Completed: ☐ Associates ☐ Bachelors ☐ Masters ☐ Other _____
   Major: _____
   Vocational/Technical Training (specify): _____
   Other (specify): _____

5. If classes are scheduled on personal time, would you attend:
   ☐ Before work ☐ After work ☐ Either

6. Please indicate what time of year you would prefer to attend classes:
   ☐ Spring ☐ Summer ☐ Fall ☐ Winter

7. Would you rather attend training: ☐ in plant ☐ off site ☐ Union Hall
   ☐ Your local community college or school ☐ Other (specify): _____

8. How much personal time (hours per week) are you willing to put into improving your skills?
   ☐ 0 ☐ 1-2 ☐ 3-4 ☐ 5 or more

9. Would you be interested in obtaining a:
   ☐ High School diploma ☐ Masters Degree
   ☐ G.E.D. ☐ Bachelors Degree
   ☐ Associates Degree ☐ Other, (specify): _____

10. What school district do you live in? _____
    (If you do not know your school district, please indicate your city/township)

Please circle your answer to question #1 in column 1 and question #2 in column 2:

Column #1 indicates: Do you need training in any of the following areas to improve your job skills? (Column 1. Job Related Training Needed)

Column #2 indicates: Would you be interested in training in any of the following areas for your personal improvement? (Column 2. Personal Improvement).

	MATH SKILLS	1 Job Related Training Needed		2 Personal Improvement	
11.	A review of addition, subtraction, multiplication, division, whole numbers	yes	no	yes	no
12.	A review of fractions, decimals and percentages	yes	no	yes	no
13.	Algebra	yes	no	yes	no
14.	Geometry	yes	no	yes	no
15.	Trigonometry	yes	no	yes	no
16.	Metrics	yes	no	yes	no
17.	Statistics and probability	yes	no	yes	no
18.	Use of hand-held calculators	yes	no	yes	no
19.	Other math skills (specify): _____	yes	no	yes	no
	READING SKILLS				
20.	Understanding simple words, signs and labels	yes	no	yes	no
21.	Understanding basic written directions, charts, procedures, and instructions	yes	no	yes	no
22.	Understanding letters, newspapers, magazines, and plant communications	yes	no	yes	no
23.	Understanding textbooks, training materials, and technical manuals	yes	no	yes	no
24.	Improving your reading speed and understanding of what you read	yes	no	yes	no
25.	Improving your ability to read English (for those who read another language):	yes	no	yes	no
26.	Other reading skills (specify): _____	yes	no	yes	no
	WRITING SKILLS				
27.	Basic language use (grammer): sentences, punctuation, capitalization, and spelling	yes	no	yes	no
28.	Completing applications and forms, making lists, recording data	yes	no	yes	no
29.	Writing short reports, instructions, directions, notes, paragraphs and letters	yes	no	yes	no
30.	Composing long reports, proposals and presentations	yes	no	yes	no
31.	Technical writing (writing business letters, memos and technical reports):	yes	no	yes	no
32.	Other writing skills (specify): _____	yes	no	yes	no

Please circle your answer to question #1 in column 1 and question #2 in column 2:

Column #1 indicates: Do you need training in any of the following areas to improve your job skills? (Column 1. Job Related Training Needed)

Column #2 indicates: Would you be interested in training in any of the following areas for your personal improvement? (Column 2. Personal Improvement).

	SPEAKING/LISTENING SKILLS	1 Job Related Training Needed		2 Personal Improvement	
33.	Expressing yourself to other individuals, giving directions, explaining situations in person or on the telephone	yes	no	yes	no
34.	Expressing yourself to others in group conversations, discussions, or meetings	yes	no	yes	no
35.	Understanding oral instructions or presentations through active listening, note taking, etc.	yes	no	yes	no
36.	Chairing or leading group meetings	yes	no	yes	no
37.	Speaking in front of groups or making presentations	yes	no	yes	no
	COMPUTER SKILLS				
38.	Operating a personal computer	yes	no	yes	no
39.	Basic applications of a personal computer	yes	no	yes	no
	A. Word processing	yes	no	yes	no
	B. Spread sheets	yes	no	yes	no
	C. Data bases	yes	no	yes	no
	D. Financial planning	yes	no	yes	no
	E. Computer graphics	yes	no	yes	no
	F. Recreational/home uses	yes	no	yes	no
40.	Working with in-plant computer systems	yes	no	yes	no
41.	Other computer skills (specify): _____	yes	no	yes	no
	CAREER/BASIC SKILLS				
42.	Would you be interested in career counseling			yes	no
43.	Would you be interested in knowing your math skills level			yes	no
44.	Would you be interested in knowing your writing skills level			yes	no
45.	Would you be interested in knowing your reading skills level			yes	no

Please list below any areas (job related, personal improvement, degree programs, etc.) in which you would be interested in receiving training. For example: hydraulics, typing, Dale Carnegie, CPR, photography, auto mechanics, aerobics, etc.

_____ _____ _____

_____ _____ _____

_____ _____ _____

WHERE IS MY CATALOG?!

Onan

Electrical Products Division

MANUFACTURING EDUCATION PROGRAM

get your catalog at....
* "Ask me about MEP"
* "Get the facts about MEP"
* "Preview Week"

look for details starting August 18

GENERAL SKILLS

ORIENTATION

PROGRAM ORIENTATION	INDIVIDUAL COUNSELING

COMMUNICATIONS

READING	ADVANCED READING	STUDY SKILLS	WRITING I	WRITING II	WRITING III

COMPUTERS

INTRODUCTION TO BUSINESS DATA PROCESSING

MATH

MATH REFRESHER	GENERAL MATH	SHOP MATH	ALGEBRA I	ALGEBRA II	GEOMETRY	TRIGONOMETRY

here is the fall line-up!

watch for news about "PREVIEW WEEK"

TECHNICAL SKILLS

MECHANICAL

BASIC MECHANICS	UNDERSTANDING HYDRAULICS	BLUEPRINT READING	NUMERIC CONTROL I	NUMERIC CONTROL II	NUMERIC CONTROL III	MACHINE SHOP PRACTICES	TROUBLESHOOTING	OTHER

ELECTRICAL

ELECTRICITY I - DIRECT CURRENT FUNDAMENTALS	ELECTRICITY II - ALTERNATING CURRENT FUNDAMENTALS	ELECTRICITY III - SOLID STATE FUNDAMENTALS	ELECTRICITY IV - GEN SETS & SCHEMATIC READING	OTHER

QUALITY ASSURANCE

TOTAL Q. A.	Q. A. REQUIREMENTS	METRIC SYSTEM	GEOMETRIC DIMENSIONING	INSPECTION & GAGING	STATISTICAL Q A I	STATISTICAL Q A II	OTHER

JOB SKILLS

ON-GOING JOB TRAINING

APPENDIX C

FOR FURTHER INFORMATION, CALL OR WRITE:

AMERICAN ASSOCIATION FOR ADULT AND CONTINUING EDUCATION
BUSINESS AND INDUSTRY UNIT -- (202) 822-7866
1201 SIXTEENTH STREET, N.W., SUITE 230
WASHINGTON, D.C. 20036

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